



Colorado's Unified Improvement Plan for Districts

ROCKY FORD R-2 DISTRICT UIP 2017-18 | District: ROCKY FORD R-2 | Org ID: 2530 | Framework: Accredited with Improvement Plan: Meets 95%
Participation | Draft UIP

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Executive Summary

If we...

REPLACE THE ELEMENTARY READING CURRICULUM RESOURCES

Description:

The English language arts instruction at the elementary level will improve through the implementation of a new core resource. Instruction will be aligned to the district's curriculum documents, the instruction will have good vertical alignment, and the need to pull in outside resources will be eliminated.



CHANGE THE SECONDARY MATH INSTRUCTIONAL APPROACH

Description:

The middle school and high school math classes will use more of a problem-based instructional approach. This will result in fewer practice problems that force students to repeat smaller skills. Instead, more comprehensive problems will be focused on that force students to pull in multiple skills and thereby helps them to develop critical thinking skills.



Then we will address...

OUTDATED CURRICULUM RESOURCES

Description:

The elementary schools have been using the Treasures resource to guide the reading instruction. This resource is at least 12 years old and teachers are not confident in it anymore. It does not present rigorous enough materials for the instruction and teachers are supplementing by finding other resources. The result is a myriad of materials that are not very well aligned.



INSTRUCTIONAL APPROACH

Description:

The secondary math program has had the same instructional approach for many years. It is a traditional approach that teaches math skills in isolation with several practice problems. There are few opportunities to link the skills together and thereby few opportunities to develop critical thinking skills.



Then we will change current trends for students

ELEMENTARY READING

Description:

The elementary reading scores have plateaued over the last few years. The growth needs to improve.



SECONDARY MATH

Description:

The middle and high school math scores have shown just slight increases in achievement and the growth is looking better, but the overall scores are still low and very concerning.



Access the District Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the district

The Rocky Ford School District currently has an Improvement rating through the District Performance Frameworks accountability system for the state of Colorado. The Junior Senior High School has a Performance rating and Jefferson Intermediate School has an Improvement rating, both based on the School Performance Frameworks from the state of Colorado. Washington Primary School has a Performance rating based on the accountability rubric developed by the district.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
- Title IA
- Title IIA
- Title III
- Gifted Education
- Combined Plan

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Narrative on Data Analysis and Root Cause Identification

Description of district Setting and Process for Data Analysis

The Rocky Ford School District is a small rural district located in the southeast region of Colorado. The district has an approximate total of 825 students. About 75% of the students are minority, primarily Hispanic students. About 80% of the students also qualify for free or reduced lunch. The district consists of three different school buildings. Washington Primary School is responsible for students in Preschool through 2nd Grade. Jefferson Intermediate School is responsible for students in 3rd Grade through 6th Grade. Rocky Ford Junior/Senior High School is responsible for students in 7th Grade through 12th Grade. The process for data analysis begins with the administrative team at the end of July when normally the state assessment scores are released. The administrative team conducts a surface level analysis of proficiency rates to determine an overall emphasis for each content area whether curriculum needs to be a focus, or instructional strategies, and/or concentration on a specific subgroup of students. The analysis is then shared with the Board of Education at the annual retreat at the beginning of August. At this time, goals are finalized and details concerning the improvement strategies. As teachers return in mid-August, the data is again analyzed, this time at the individual student level to determine if the previous year's goals were attained and to develop the baseline for individual and classroom goals for the current year. In addition to the state assessment data, benchmark assessments are administered three times a year and the data is analyzed again at the three levels: administration, board, and teachers. Finally, results from the interim assessments between the benchmark windows are analyzed on a monthly basis by math and reading interventionists in each of the three buildings along with the regular classroom teachers and the building principals.

Prior Year Targets

Consider the previous year's progress toward the district targets. Identify the overall magnitude of the district performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:

All targets are based on the percent of students that score a 3 or above on the state assessments. Elementary: Reading – 60% Math – 60% Middle School: Reading – 60% Math – 50% High School: Reading – 70% Math – 50%

Performance:

Elementary: Reading - 64.5%, Math - 59.5%
 Middle: Reading 60.5%, Math - 37.5%
 High: Reading: 64%, Math - 34%

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:

The reading scores were higher and the goals were met except for the high school level which had set a higher goal. The math scores were not as good. The math goal at the elementary was met, but the goals were not met at the middle school and high school levels.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:

60% median growth percentile for all levels and content areas

Performance:

Elementary: ELA - 38.5%, Math - 49.0%
Middle: ELA - 52.0%, Math - 41.5%
High (CMAS): ELA - 80.0%, Math - 53.0%
High (PSAT to SAT): ELA - 40.5%, Math - 36.0%

**ACADEMIC
GROWTH
REFLECTION:**

The only area that had a median growth percentile above 60 was high school English Language Arts. The rest of the levels and content areas fell short of the goal. However, middle school English Language Arts and high school Math both had a median growth percentile above 50.

PERFORMANCE INDICATOR: OTHER

Prior Year Target:

All new staff members will be trained in the district initiatives of: Capturing Kids' Hearts, Curriculum Documents, Data Driven Instruction, and Data Walks during the staff in-service week that begins the school year. Additional supports will be provided by the administration weekly, monthly, and quarterly as needed.

Performance:

All of the professional development was provided.

**OTHER
REFLECTION:**

The professional development was provided for new staff members. Staff members were also held accountable for the implementation of the initiatives in the classroom.

Current Performance

- The district did not meet the state expectations but was approaching the expectations in the three major rating categories on the District Performance Frameworks: Academic Achievement, Academic Growth, and Post-Secondary & Workforce Readiness.

The areas of biggest concern under Academic Achievement were:

- Elementary School Language Arts: English Language Learners and Students with Disabilities
- Elementary School Math: Students with Disabilities
- Middle School Language Arts: Students with Disabilities
- Middle School Math: All subcategories of students
- High School Language Arts: No big concerns, all were at least in the approaching range
- High School Math: All subcategories of students on the CMAS were in the "does not meet" range while all subcategories of students on the PSAT were in the

approaching range

The areas of biggest concern under Academic Growth were:

- Elementary School Language Arts: Students that Qualify for Free/Reduced Lunch and Minority Students
- Elementary School Math: No big concerns, all were at least in the approaching range
- Middle School Language Arts: No concerns at all, all categories were in the "meets" or "exceeds" range
- Middle School Math: No big concerns, all were at least in the approaching range
- High School Language Arts: No concerns at all, all categories were in the "exceeds" range
- High School Math: No concerns at all, all categories were in the "meets" range

Post-Secondary & Workforce Readiness:

- The one area where the school district received a "does not meet" rating was with the SAT math scores.

Trend Analysis



Trend Direction: Increasing then stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Math Achievement Status: The achievement status for the elementary level has been increasing over the last three years. The achievement status at the middle and high school levels have seen just a slight increase.



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

English Language Arts Growth: The growth at the elementary level has been decreasing while the growth at the middle and high school levels has increased dramatically.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Math Growth: The growth at all three levels has been increasing.

Additional Trend Information:

Please use the link to view the document on performance trends posted on the Rocky Ford School District website: [Achievement Trends](#), [Growth Trends](#)

Root Causes



Priority Performance Challenge: Elementary Reading

The elementary reading scores have plateaued over the last few years. The growth needs to improve.



Root Cause: Outdated Curriculum Resources

The elementary schools have been using the Treasures resource to guide the reading instruction. This resource is at least 12 years old and teachers are not confident in it anymore. It does not present rigorous enough materials for the instruction and teachers are supplementing by finding other resources. The result is a myriad of materials that are not very well aligned.



Priority Performance Challenge: Secondary Math

The middle and high school math scores have shown just slight increases in achievement and the growth is looking better, but the overall scores are still low and very concerning.



Root Cause: Instructional Approach

The secondary math program has had the same instructional approach for many years. It is a traditional approach that teaches math skills in isolation with several practice problems. There are few opportunities to link the skills together and thereby few opportunities to develop critical thinking skills.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



The elementary reading scores are a concern because of the lack of growth in recent years. There has been a focus on math at the elementary level which has resulted in better math scores, but the reading has plateaued.

The secondary math scores continue to be a concern for the district. It is by far the area of biggest concern for the district. Some changes have been implemented to the secondary math program, but the results have been just slight increases in achievement. The growth appears to be okay but not good enough considering how low the overall scores are. It is apparent that bigger changes need to happen.

Provide a rationale for how these Root Causes were selected and verified:



The root cause of the reading problems at the elementary level was determined through a year-long study by the Elementary Leadership Team. This team of elementary teachers identified the problem and have been working on solutions.

The root cause of the math problems at the secondary level was determined through a year-long study by the secondary math teachers. This team has also been working to find solutions to improve the instructional approach.

Action Plans

Planning Form



Replace the Elementary Reading Curriculum Resources

What would success look like: The English language arts instruction at the elementary level will improve through the implementation of a new core resource. Instruction will be aligned to the district's curriculum documents, the instruction will have good vertical alignment, and the need to pull in outside resources will be eliminated.

Describe the research/evidence base supporting the strategy: The selected resource is recommended by reading specialists as an effective resource.


Associated Root Causes:

Outdated Curriculum Resources:



The elementary schools have been using the Treasures resource to guide the reading instruction. This resource is at least 12 years old and teachers are not confident in it anymore. It does not present rigorous enough materials for the instruction and teachers are supplementing by finding other resources. The result is a myriad of materials that are not very well aligned.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Quarterly Assessments	The schools will administer teacher-made quarterly assessments that align with the district's curriculum documents. The results will be analyzed to determine how well students are mastering the standards after receiving instruction through the new reading resource.	09/04/2018 05/31/2019 Quarterly	Classroom Teachers	



Data Walks

The principal for each elementary school will do a walkthrough observation for every classroom, every week. Specific indicators will be looked for to provide evidence of the level of implementation of the new resource.

09/04/2018
05/31/2019
Weekly

Principals





NWEA / STAR
Assessments

Summative assessments will be administered at the beginning of the year, at the middle of the year, and at the end of the year to determine the growth of students and how they compare to their peers at the national level.

09/04/2018
05/31/2019

Teachers and Principals

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Purchase Wonders Resource	The district will purchase the Wonders reading resource for grades K-6.	07/06/2018 07/06/2018	Funding that will come through the \$30 million allocation from the state for rural districts.	The principals and their building leadership teams will put together the purchase requests. The business manager will process the purchase order.	In Progress
 Professional Development	Professional development will be provided for teachers to learn how to implement the new resource. The professional development dates (at minimum) will be: August 10, August 24, and January 11.	08/10/2018 01/11/2019	The funding to pay for the professional development (the fee and travel costs for the facilitator) will come from the \$30 million allocation from the	Teachers	Not Started

state to the rural
school districts.



Change the Secondary Math Instructional Approach

What would success look like: The middle school and high school math classes will use more of a problem-based instructional approach. This will result in fewer practice problems that force students to repeat smaller skills. Instead, more comprehensive problems will be focused on that force students to pull in multiple skills and thereby helps them to develop critical thinking skills.

Describe the research/evidence base supporting the strategy: Current trends in math instruction have proven that a problem-based instructional approach is more effective for students of all learning types than teaching small skills in isolation with a large number of practice problems.



Associated Root Causes:





Instructional Approach:

The secondary math program has had the same instructional approach for many years. It is a traditional approach that teaches math skills in isolation with several practice problems. There are few opportunities to link the skills together and thereby few opportunities to develop critical thinking skills.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Quarterly Assessments	The schools will administer teacher-made quarterly assessments that align with the district's curriculum documents. The results will be analyzed to determine how well students are mastering the standards after receiving instruction through the new reading resource.	09/04/2018 05/31/2019 Quarterly	Teachers	
 Data Walks	The principal for each elementary school will do a walkthrough observation for every classroom, every week. Specific indicators will be looked for to provide evidence of the level of implementation of the new resource.	09/04/2018 05/31/2019 Weekly	Principals	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Purchase Eureka Math Resource	The teachers have researched math curriculum resources that would assist them with changing from a skills-based instructional approach to a problem-based instructional approach. They have selected Eureka Math. This resource will be purchased in time for it to be used for the 2018/2019 school year.	07/06/2018 07/06/2018	The school district will use funding from the \$30 million allocation from the state to rural schools to purchase the new math curriculum resources.	The math teachers will put together the purchase requests. The business manager will process the purchase order.	In Progress
 Professional Development	Professional development will be provided for teachers to learn how to implement the new resource. The professional development dates (at minimum) will be: August 10, August 24, and January 11.	08/10/2018 01/11/2019	Funding from the \$30 million allocation from the state to rural schools.	Teachers	Not Started

School Target Setting



Priority Performance Challenge : Elementary Reading



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2017-2018: These targets are based on the percent of students that score a 3 or above on the CMAS. Elementary: Reading – 60% Middle School: Reading – 60% This target is based on the percent of students that score above a 430 on the PSAT. High School: ELA - 60%

ANNUAL
PERFORMANCE
TARGETS

2018-2019: These targets are based on the percent of students that score a 3 or above on the CMAS. Elementary: Reading – 65% Middle School: Reading – 65% This target is based on the percent of students that score above a 430 on the PSAT. High School: ELA - 65%

INTERIM MEASURES FOR 2017-2018: NWEA and Quarterly Assessments



Priority Performance Challenge : Secondary Math



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2017-2018: These targets are based on the percent of students that score a 3 or above on the CMAS. Elementary: Math – 55% Middle School: Math – 35% High School: Math – 35% This target is based on the percent of students that score above a 480 on the PSAT. High School: Math - 35%

2018-2019: These targets are based on the percent of students that score a 3 or above on the CMAS. Elementary: Math – 60% Middle School: Math – 40% High School: Math – 40% This target is based on the percent of students that score above a 480 on the PSAT. High School: Math - 40%

INTERIM MEASURES FOR 2017-2018: NWEA and Quarterly Assessment
