

Windsor



CHARTER ACADEMY

GROWING LIFE-LONG LEARNERS

March Regular Session

March 19, 2020

**Elementary
School**

*680 Academy Ct.
Windsor, CO 80550*

**Middle
School**

*810 Automation Dr.
Windsor, CO 80550*

**Early
College
High School**

*810 Automation Dr.
Windsor, CO 80550*

March 19, 2020

Regular Session @ 7:00 p.m.

Executive Board

John Feyen, President
Carolyn Mader, Vice President
Donna James, Treasurer
Kevin Albertsen, Secretary
Sherry Bartmann, Member
Carolyn Mader, Member
Jim Zacheis, Member

The Executive Board would like to welcome all WCA community members, citizens, and staff. The meeting time is dedicated to the mission and vision of Windsor Charter Academy. There is an opportunity during Member, Citizen and Staff Communications to address the Executive Board. Discussions of agenda items during the course of the meeting are limited to the board members unless otherwise requested by a board member.

Agenda

- 1.0 Opening of the Meeting**
- 2.0 Citizen Communication**
- 3.0 Reports**
- 4.0 Items for Information**
- 5.0 Items for Action**
- 6.0 Consent Agenda**
- 7.0 Executive Session**
- 8.0 Adjournment**

VISION STATEMENT

Where students are educated, empowered, and equipped to reach their highest potential.

MISSION STATEMENT

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.



Executive Board Minutes
March 19, 2020

MINUTES TO BE APPROVED AT THE APRIL REGULAR SESSION

1.0 Opening of the Meeting

1.1 Call to Order

The meeting was called to order at 7:02 p.m.

1.2 Roll Call

Executive Board Members Present

John Feyen, Executive Board President
Carolyn Mader, Executive Board Vice-President (remote)
Donna James, Executive Board Treasurer (remote)
Kevin Albertsen, Executive Board Secretary (remote)
Sherry Bartmann, Executive Board Member (remote)
Jenny Ojala, Executive Board Member
Jim Zacheis, Executive Board Member

Staff Present

Rebecca Teeples, Executive Director

1.3 Pledge of Allegiance

1.4 Mission Statement

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.

1.5 Adoption of Agenda

A motion was made by Sherry Bartmann and seconded by Carolyn Mader to amend the March 19, 2020 Regular Session agenda, striking 4.1 and 5.2 through 5.6, with Items for Action to list the following amended agenda:

- 5.1 Emergency Action
- 5.2 Unified School Improvement Plans
- 5.3 Executive Board Elections
- 5.4 Cancellation of Annual Parent Membership Meeting

Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, nay. The motion passed unanimously.

1.6 Adoption of the Minutes

A motion to approve the minutes for the February 27, 2020 Regular Session was made by Kevin Albertsen and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

2.0 Citizen Communication

There was one parent that shared citizen communication at the March Executive Board Regular Session. Mr. Thompson asked for clarification on what a Unified Improvement Plan was for schools.

3.0 Reports

3.1 Executive Director's Report

Work in Our Schools

- **System Wide**
 - **Student Enrollment:** Student enrollment for the 2019-2020 school year is 1335. Projected enrollment for the 2020-2021 school year is 1444. This month's lottery for the 2020-2021 school year has 1438 student enrolled. Our 2020-2021 budget reflects a more conservative approach, based on 95% of projected enrollment for the upcoming school year, with projections of 1,372 students.
 - **Innovation & Technology**
 - **VEX Robotics:** The Colorado State VEX Robotics Championship was very exciting! The best 24 High School Robotics teams competed to win the Championship and the coveted chance to represent the State of Colorado at VEX Worlds. All three of our WCA teams participated at the State Tournament. Team Only Temporary finished 2nd at the end of the qualifying rounds with a record of 6 wins and 1 loss. Team Controlled

Chaos finished fourth with a record of 5 wins and 2 losses. Team Phynix finished 11th with a record of 4 wins and 3 losses. Team Only Temporary went the rest of the tournament undefeated to become the Colorado state champions! Team Only Temporary qualified to represent Colorado and Windsor Charter Academy in the pinnacle of the World's Largest Robotics Competition, VEX Worlds in Louisville, Kentucky, April 22nd - 25th. They will compete alongside 720 robots and teams from over 40 different countries around the world! Congratulations to all our teams competing at State and we wish you luck at the U.S. Open and World Competition.

- **Elementary News Team:** Our 5th grade GATE students have been learning about broadcast journalism and the production pipeline for producing a news broadcast. They researched their stories, wrote out their scripts and using our new PadCaster News Studio set up they successfully filmed, edited and produced their very first WCA News Show.
- **Entrepreneurship:** Our high school entrepreneurship class students submitted copies of their business plans to the newly founded Illumination fund through OtterCares during 1st semester. Our student efforts and hard work were recognized with a \$500 donation towards our entrepreneurship class to support future student entrepreneurial projects!
- **Staff Professional Development:** The OtterCares foundation donated \$1,500 towards supporting staff attendance for the International Society of Technology Education (ISTE) conference this summer. This donation will allow us to send additional staff members to the conference this summer. The ISTE conference is held every year and serves as a forum for exploring and exchanging ideas about education technology, meaningful technology integration in the classroom, and innovative teaching strategies with educators from around the world.
- **Communications & Marketing**
 - **Summer Programs:** We haven't reached spring break but we are in full swing preparing for our summer programs! Registration is now open for VEX Robotics Summer Camp, WCA Summer Camp, and our Summer Institute.
 - **2020-2021 School Year:** In addition to preparing for our summer programs, we are ramping up for the next school year. This includes reaching out to our new kindergarten parents about testing, updating our handbooks, and uploading next year's calendars, supply lists, and fees to our website.
 - **Clubs and Processes:** Sara Sanders and Sara Ibarra are working closely to improve our systems, procedures, and advisor training for our clubs and after-school activities. Although this year we have seen much improvement in our practices, we are refining our process for online registration, medical delegation, and ensuring our club advisors and coaches can more easily engage with our school. There is more to come on this important initiative.
- **Elementary School**
 - The elementary school staff worked together to create action items to address priorities identified through our stakeholder surveys and collaborated to create action items to address the priority performance challenges identified in our UIP.

- Third grade students presented their Totem Pole projects and fifth grade students attended the Greeley Philharmonic. Fifth grade students shared their science experiments with families and peers.
- **Middle School**
 - The middle school is excited to have launched Sources of Strength. Along with staff and student training, we have had two meetings to kickoff this dynamic opportunity. Student leaders are excited to help propel the program further.
 - The administrative team is currently finalizing teacher observations. Along with the observations, we are also completing RANDA uploads. End of year evaluations for all staff will soon be underway.
 - The administrative team completed AVID quarterly walkthroughs with a focus on critical reading. It was fantastic to see teachers engaging in and supporting students with not only critical reading but other AVID strategies as well.
 - The middle school girls' basketball team finished the regular season in 2nd place! They participated in the gold bracket.
- **High School**
 - The High School welcomed ten OtterBox employees in our building for their Otter Cares day. They did mock interviews with all of our sophomores as well as projects and presentations in some of our STEM electives!
 - Two of our students (Nathan O and Blaine A) attended All State Choir.
 - The administrative team did our quarterly AVID walkthroughs to observe Critical Reading or Collaborative Study Groups in the classroom.
 - Hannah Mancina attended the Aims Advisory Council for school leaders to learn about latest information on concurrent enrollment as well as share practices with other administrators.
 - The HS team finalized the action plan based upon our SAC stakeholder surveys.
 - Several of HS winter athletic teams hosted their end of season banquets.
 - The HS engineering class attended the KidWind competition and placed 2nd based on a windmill that they had designed and built.

Executive Board Calendar

CALENDAR PREVIEW OF THE MONTH AHEAD			
Date	Time	Event	Location
March 20 th –27 th		Spring Break	All Schools
April 6 th	8:30 a.m.	3rd-5th Grade Honor Roll Assembly	Elementary School
April 16 th	5:30 p.m.	Talent Show	Elementary School
April 18 th	7:00 p.m.	Prom	Off Campus
April 22 nd	8:15 a.m.	Kindergarten Core Knowledge Continent Celebration	Elementary School

3.2 Executive Board Reports

John Feyen, Executive Board President

Mr. Feyen attended the February WCA Board meeting, the March RE-4 District Meeting, and met with the Executive Director to plan the March meeting.

Carolyn Mader, Executive Board Vice-President

Mrs. Mader attended the February board meeting and work session. She also was present for the SAC meeting in which the committee reviewed the stakeholder plan and UIPs. Carolyn Mader also attended a high school girls' soccer game.

Donna James, Executive Board Treasurer

Ms. James attended the Finance Committee meeting. She also attended the performances of Seven Brides for Seven Brothers. As always the cast, crew and director did an incredible job.

Kevin Albertsen, Executive Board Secretary

Mr. Albertsen attended February's Executive Board Meeting and Coffee with Leadership.

Sherry Bartmann, Executive Board Member

Mrs. Bartmann attended the February Board Meeting and Coffee with Leadership. She also attended the middle school basketball games, including 8th grade Recognition Night. She is a scorekeeper for middle school games. The middle school girls are currently #1 in the League (11-1 record for regular season play) and headed into the playoffs this week following an 11-game winning streak. Mrs. Bartmann chaperoned the HS cooking class field trip to Colorado Premium Meats and also attended the WCA theater production of Seven Brides for Seven Brothers.

Jenny Ojala, Executive Board Member

Last month, Mrs. Ojala attended the February Regular Board Session. She continued her work in helping with second grade math classes.

Jim Zacheis, Executive Board Member

Mr. Zacheis attended the Executive Board meeting on the 27th and the Finance Committee meeting on March 19th. On March 4th he attended the 5th grade field trip to see the Greely Philharmonic Symphony at the Union Colony in Greely.

5.0 Items for Action

5.1 Emergency Action

A motion was made to declare a state of emergency at Windsor Charter Academy, given that an epidemic has threatened the health and/or safety of its students and employees and has threatened to disrupt the normal educational process. This motion was based on Policy BBAC. The motion was made by Sherry Bartmann and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, nay; Zacheis, nay; Feyen, nay. The motion passed.

5.2 Unified Improvement Plans for Schools

A motion was made to approve the unified improvement plans for the schools at Windsor Charter Academy by Jenny Ojala and seconded by Carolyn Mader.

Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.3 Executive Board Elections

A motion was made to delay the 2020 Executive Board elections until October 2020, with new members begin seated in January 2021 by Donna James and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, abstain; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.4 Cancellation of Annual Parent Membership Meeting

A motion was made to cancel the annual Parent Membership Meeting for the 2019-2020 school year by Sherry Bartmann and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

6.0 Consent Agenda

6.1 Personnel

Appointments for 2019-2020

- Meghan Kershaw, ES Counselor
- Stephanie Loeffler, Facilities Member

Appointments for 2020-2021

- Veronica Adams, ES Teacher
- Mia Dellanini, HS Assistant Principal
- Kasey Denton, ES Teacher
- Chelsea Farrell, ES Teacher
- Teegan Hite, ES Teacher
- Kristi Sullivan, ES Teacher
- Katie Walker, ES Teacher

Resignations/Non-Renewals/Terminations

- Dani Barger, ES Teacher
- Ashley Cooper, ES Teacher
- Rebecca Diener, HS Counselor
- Katie Demetriades, ES Teacher
- Eric Dudley, MS/HS Dean/Athletic Director
- Jamie Goodrich, ES Counselor
- Elizabeth Jones, Tech Assistant
- Karen Kent, ES Teacher
- Robert Lighthall, MS/HS Teacher
- Caroline Talbot, MS Teacher

6.2 2nd Read Policies

- Policy BC-R School Board Member Financial Disclosure
- Policy BEC Executive Sessions/Open Meetings
- Policy BEDA Notification of Board Meetings
- Policy JF-E Admission and Denial of Admission
- Policy KDB Public's Right to Know/Freedom of Information
- Policy KDE Crisis Management
- Policy KFA Public Conduct on Windsor Charter Academy Property

A motion to approve the Consent Agenda was made by Donna James and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

7.0 Executive Session

There was no Executive Session at the March 2020 Executive Board meeting.

A Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Board is not allowed to adopt any proposed policy, resolution, regulation, or take any formal action at an executive session that is not open to the public. Prior to convening in executive session, the Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Board may hold an executive session to:

- Conduct discussions regarding the purchase, acquisition, lease, transfer or sale of property, C.R.S. §24-6-402(4)(a)
- Conduct conferences with the Charter's attorney for the purpose of receiving legal advice on a particular matter, C.R.S. §24-6-402(4)(b)
- Discuss matters which are required to be kept confidential by federal or state law, rules or regulations. In such cases, the Executive Board must announce the specific citation of the law, rule, or regulation which provides for confidentiality, C.R.S. §24-6-402(4)(c)
- Discuss security arrangements or investigations, C.R.S. §24-6-402(4)(d)
- Conduct discussions regarding the Charter's position, strategies, and bargaining instructions regarding collective bargaining negotiations, C.R.S. §24-6-402(4)(e)
- Discuss personnel matters, subject to the limitations discussed below. If the employee who is the subject of the discussions desires the discussions occur in open meeting, the discussions must be held in open meeting, C.R.S. §24-6-402(4)(f)
- To consider any documents which are protected from disclosure by the Colorado Open Records Act, C.R.S. §24-6-402(4)(g)
- Discuss individual students where public disclosure would adversely affect the person or persons involved, C.R.S. §24-6-402(4)(h)

8.0 Adjournment

A motion to adjourn the March 19, 2020 Regular Session was made by Donna James and seconded Jim Zacheis. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously. The meeting adjourned at 8:04 p.m.



Appendix



1.0 February Minutes

Executive Board Minutes February 27, 2020

Work Session: 6:00 p.m.

- 1.0 Leadership Staffing
- 2.0 Financials: 990 & 2020-2021 Budget
- 3.0 SAC Priority Challenges and Action Plan for Executive Board
- 4.0 Executive Board Elections Planning
- 5.0 April Spring Membership Meeting Planning
- 6.0 Board Professional Development
- 7.0 Board Governance

1.0 Opening of the Meeting

1.1 Call to Order

The meeting was called to order at 7:13 p.m.

1.2 Roll Call

Executive Board Members Present

John Feyen, Executive Board President
Carolyn Mader, Executive Board Vice-President
Donna James, Executive Board Treasurer
Kevin Albertsen, Executive Board Secretary
Sherry Bartmann, Executive Board Member
Jenny Ojala, Executive Board Member
Jim Zacheis, Executive Board Member

Staff Present

Rebecca Teeples, Executive Director

Hannah Mancina, Director of High School Education

1.3 Pledge of Allegiance

1.4 Mission Statement

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.

1.5 Adoption of Agenda

A motion was made to approve the February 27, 2020 Regular Session agenda with the addition of 5.15 Preliminary Refinance Process for \$10 Million Bond and 5.16 Renewal of Executive Director Two-Year Contract by Donna James and seconded by Kevin Albertsen. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

1.6 Adoption of the Minutes

A motion to approve the minutes for the January 23, 2020 Regular Session was made by Kevin Albertsen and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

2.0 Citizen Communication

There were no parents that shared citizen communication at the February Executive Board Regular Session.

3.0 Reports

3.1 Executive Director's Report

Work in Our Schools

- **System Wide**

- **Student Enrollment:** Student enrollment for the 2019-2020 school year is 1335. Projected enrollment for the 2020-2021 school year is 1444. This month's lottery for the 2020-2021 school year has 1438 student enrolled. Our 2020-2021 budget reflects a more conservative approach, based on 95% of projected enrollment for the upcoming school year, with projections of 1,372 students.
- **Unified Improvement Plans:** Administrative teams worked with teachers to create UIPs for each school that will be presented to SAC in March. The Executive Board will approve each schools UIP at the March Regular Session.
- **Innovation & Technology**
 - **National Engineering Week:** This year Windsor Charter Academy will celebrate National Engineers Week from February 19th-21st with a variety of student experiences. On February 19th Otterbox employees will be hosting an engineering design challenge during our STEM elective classes. On February 20th we are excited to host Renee Walmsley from Tetra Tech to present on civil engineering to our high school students. On February 21st our high school students will take a field trip to Snaptron to learn more about the manufacturing and engineering design process and will be participating in a computer take apart day with volunteers from Hewlett Packard Enterprise and Intel Corporation.
 - **VEX Robotics:** Our VEX teams have had an amazing season this year! All three teams have performed well at competition and have shown dedication, perseverance, and collaboration! They have represented our school well! Two of our teams qualified for the U.S. Open this year as well as the state tournament, and we are awaiting an invite for our third team to participate in the state tournament.
 - **OtterCares:** For a single day, Otter Products closes their doors so that employees all over the world can dig into their communities through hands-on volunteering and service. Everyone, from interns to executives, spend the day working alongside schools, students and nonprofits to help inspire students and grow our mission. This year we were excited to have 10 volunteers from Otterbox coming to volunteer at our middle and early college high school on February 19th. Volunteers conducted mock interviews for our sophomore students and hosted an engineering design challenge during our STEM elective courses.
- **Communications & Marketing**
 - **Spirit Store and Letter Jackets:** This month, we have added new items to our school spirit store, including string backpacks, sweatpants, and polo shirts for both men and women. Each time we open the spirit store our goal is to add at least one more item or a new design for an existing item. We also secured an outside vendor to create our re-designed letters for students who letter in academics, a club, or a sport. These letters will be one-third of the cost to print with an outside vendor.

- **Community Funded:** We have 2 new crowdfunding opportunities that will be launched on Community Funded this week. VEX Robotics is raising funds to go to their national (and possibly international) competitions. Mu Alpha Theta Math Honor Society is working to raise funds so they can attend their summer convention in South Carolina. Community Funded switched to a new version of their platform which required us to re-learn the software. Now that we have made the switch, launching crowdfunding stories should be a more seamless process.
 - **Magazine Publication:** Last week, an article was submitted about our school to Crossroads Magazine. The article will be published in their quarterly issue to be released in March. The article highlighted our early college program (new Associate of Science degree offering), emphasized our use of the Core Knowledge sequence, mentioned our John Irwin award, and provided a glimpse of what is to come with our Firebird Facility.
- **Elementary School**
 - **Valentine's Day Lunch:** Our parents enjoyed a wonderful lunch with their students.
 - **Parent-Teacher Conferences:** Parent-teacher conferences were well-attended.
- **Middle School**
 - **Sources of Strength:** The middle school administration Sources of Strength training kicked off with staff training and our student participant training this week (February 27th and 28th). Sources of Strength will support student social and emotional health in so many ways and we are excited to have this at our school.
 - **Professional Development:** The February 7th middle school professional development was focused on our strategic pillars of instruction and culture / climate. The leadership team presented Love and Logic Module. The teachers worked in collaborative teams to analyze data based on the School Performance Framework and School Accountability Committee survey. After analyzing this data, the teams identified trends, root causes and created action steps. Administration then identified which action steps identified by teachers had the strongest effect size based on research and worked with the Building Leadership Team to create an action plan for implementation.
- **High School**
 - **Sources of Strength:** The Sources of Strength team organized a campaign this month called "I am Connected" The goal of this campaign was to normalize help seeking behaviors and for students to identify times they either connected to an adult for help or when they helped a friend get connected to help. We displayed those stories around the building.
 - **Accuplacer:** Over 70 students took the math and/or English Accuplacer this month. A passing score is the prerequisite for COM 115, CHE 101, MAT 121, and ENG 121. 90% of students received a qualifying score on the English exam. 64% of students received a qualifying score on the math exam. Students that did not receive a qualifying score will retest in April.

- **Senior Capstones:** WCA hosted its annual Senior Capstone Presentation Night this month. Seniors presented their capstones in small groups to their family, friends, and staff. It is so exciting to see what they are planning to do after they graduate!
- **Academic Awards:** WCA hosted its first Academic Awards Ceremony. 80 students received academic letters for having a GPA of 3.9 or higher both semesters last year.
- **Collin Kartchner:** All middle school and high school students attended the Collin Kartchner assembly. Students learned how to stay connected with one another and some dangers of social media. They LOVED it!
- **Student Council:** Student Council put on a Valentine's Day Dance that was well attended. They tried something new this dance and had one of our students, Hunter M (9th), be the dj for the dance.

Executive Board Calendar

CALENDAR PREVIEW OF THE MONTH AHEAD			
Date	Time	Event	Location
February 28th	8:15 a.m.	Coffee with Leadership	Middle School
March 3rd	6:30 p.m.	HS Music Department Concert	Middle School
March 5th	7:15 a.m.	Morning with Mom	Elementary School
March 5th	6:30 p.m.	Middle School Band Concert	Middle School
March 6th	9:30 a.m.	3rd Grade CORE Knowledge Native American Celebration	3rd Grade Classrooms
March 9th	2:00 p.m.	HS Prospective Parent Tour	High School
March 12th	2:00 p.m.	MS Prospective Parent Tour	Middle School
March 17th	10:50 a.m.	St. Patrick's Day Lunch	Elementary School
March 18th	6:00 p.m.	Parent Safety Seminar: Mental Health & Sources of Strength	Classroom #184 & #186
March 19th	8:20 a.m.	2nd Grade CORE Knowledge: A Day in Greece	2nd Grade Classrooms
March 19th	12:30 p.m.	5th Grade Changing Bodies	Elementary School
March 19th	5:00 p.m.	Kindergarten & 1st Grade Art Show	Elementary School
March 19th	5:30 p.m.	Kindergarten Music Program: A Happy Health Me	Elementary School
March 19th	5:30 p.m./7:00 p.m.	Work/Regular Executive Board Meeting	HS Commons

3.2 Executive Board Reports

John Feyen, Executive Board President

Mr. Feyen attended January's WCA Board meeting and February's RE-4 Board meeting.

Carolyn Mader, Executive Board Vice-President

Carolyn Mader attended the January work session and board meeting. Mrs. Mader also attended the February SAC committee meeting. Carolyn also supported the high school girls' basketball team through various tournaments.

Donna James, Executive Board Treasurer

Ms. James attended the academic awards breakfast where many high school students received their letters for academic excellence. This is yet another testament to the great things happening at WCA. Ms. James also attended the February 20 Finance Committee Meeting.

Kevin Albertsen, Executive Board Secretary

Mr. Albertsen attended Coffee with Leadership on January 24th. He hosted a plant tour at Snaptron with the high school robotics class on February 21st.

Sherry Bartmann, Executive Board Member

Mrs. Bartmann attended the January Board Meeting, Coffee with Leadership, middle school and high school basketball games (scorekeeper for MS), including the Senior Recognition Night basketball game, the Watch This! Improv Night, and the Senior Capstone presentations. Out in our community, she attended Coffee with the Mayor (open forum with Senator Vicki Marble) and the Clearview Library District's Annual Author Talk and Innovation Fair. The author presentation was from William Kamkwamba (author of The Boy Who Harnessed the Wind) and Mrs. Bartmann also presented at the interactive showcase Innovation Fair prior to the speaker event.

Jenny Ojala, Executive Board Member

This month, Mrs. Ojala attended the January Executive Board meeting. Mrs. Ojala also attended a School Accountability Committee meeting where staff and student surveys were reviewed.

Jim Zacheis, Executive Board Member

Mr. Zacheis attended the Executive Board Meeting on January 23rd. Mr Zacheis went to the Honor Roll assembly on the 24th and was thrilled to see the number of students doing so well. On the 31st of January, he volunteered for the 1st grade Electricity Celebration. It is always entertaining to help in the younger grades. In February, Mr. Zacheis attended the Senior Capstone presentations and was incredibly impressed with the quality and type of student that Windsor Charter Academy High School is producing. He ate lunch with the 4th grade for the Valentine's Day meal on the 12th and volunteered for the 1st grade Valentine's Day party on the 13th. He also attended the Finance Committee meeting on the 20th, but it was not as fun as the 1st grade Valentine's Day party.

4.0 Items for Information

4.2 2020-2021 Leadership Staffing

4.3 2020 Executive Board Elections Planning

4.4 April Spring Membership Meeting Planning

4.5 Board Professional Development

6.0 Items for Action

5.1 2020-2021 Annual School Budget

A motion was made to approve the annual budget for 2020-2021 school year by Donna James and seconded by Jim Zacheis. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.2 VEX Robotics National Competition Trip

A motion was made to approve the VEX Robotics national competition trip by Donna James and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.3 2020-2021 Leadership Staffing

A motion was made to approve 1.0 FTE Dean/Athletic Director, increasing .5 FTE at both the middle and high school on first read by Jenny Ojala and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.4 Job Description: HS Assistant Principal

A motion was made to approve the job description for High School Assistant Principal by Jenny Ojala and seconded by Sherry Bartmann. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.5 2020 Board Meeting Date Changes

A motion was made to approve the following board meeting date changes due to school breaks:

- March 19, 2020
- No July meeting
- November 19, 2020
- December 17, 2020

The motion was made by Kevin Albertsen and seconded by Carolyn Mader. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.6 Policy BC-R School Board Member Financial Disclosure, First Read

A motion was made to approve Policy BC-R School Board Member Financial Disclosure on first read by Carolyn Mader and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.7 Policy BEC Executive Sessions/Open Meetings, First Read

A motion was made to approve revisions to Policy BEC Executive Sessions/Open Meetings on first read by Donna James and seconded by Jim Zacheis. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.8 Policy BEDA Notification of Board Meetings, First Read

A motion was made to approve Policy BEDA Notification of Board Meetings on first read by Donna James and seconded by Carolyn Mader. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.9 Policy JF-E Admission and Denial of Admission, First Read

A motion was made to approve Policy JF-E Admission and Denial of Admission on first read by Donna James and seconded by Sherry Bartmann. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.10 Policy JQ Student Fees, Fines and Charges, First Read

A motion was made to approve Policy JQ Student Fees, Fines and Charges on first read by Carolyn Mader and seconded by Jenny Ojala. After discussion on language around concurrent enrollment courses, Sherry Bartmann made a motion to table the policy on first read until the March Regular Session. Kevin Albertsen seconded the motion. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.11 Policy KDB Public's Right to Know/Freedom of Information, First Read

A motion was made to approve Policy KDB Public's Right to Know/Freedom of Information on first read by Donna James and seconded by Sherry Bartmann. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.12 Policy KDE Crisis Management, First Read

A motion was made to approve Policy KDE Crisis Management on first read by Sherry Bartmann and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.13 Policy KFA Public Conduct on Windsor Charter Academy Property, First Read

A motion was made to approve Policy KFA Public Conduct on Windsor Charter Academy Property on first read by Kevin Albertsen and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.14 Bylaw Revisions to Articles 1, 2, 5 & 11

A motion was made to table changes to Article 1, 2, 5 & 11 of the Bylaws until the March Regular Session by Jenny Ojala and seconded by Sherry Bartmann. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, nay. The motion passed.

5.15 Preliminary Refinance Process for \$10 Million Bond

A motion was made to approve preliminary work on refinancing a \$10 million bond by Donna James and seconded by Jim Zacheis. Members voted the following: Albertsen,

aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

5.16 Renewal of Executive Director Two-Year Contract

A motion was made to approve a two-year contract for the Executive Director by Jenny Ojala and seconded by Kevin Albertsen. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

6.0 Consent Agenda

6.1 Personnel

Appointments

- Seriah Sanchez, Facilities Staff Member
- Caleb Rupe, Facilities Staff Member

Resignations/Non-Renewals/Terminations

- Diana Stanislav, Student Data Services Manager
- Shannon Elliott, HS Assistant Principal

6.2 Financials

- February 2020
- Form 990

6.3 2nd Read Policies

- Policy JKD JKE Suspensions and Expulsions
- Policy JKD JKE—R Suspensions and Expulsions—Regulation
- Policy JICI Weapons in Schools

A motion to approve the Consent Agenda was made by Jenny Ojala and seconded by Carolyn Mader. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

7.0 Executive Session

A motion to enter Executive Session was made by Sherry Bartmann and seconded by Donna James. The following citations were given:

- Conduct conferences with the Charter's attorney for the purpose of receiving legal advice on a particular matter, C.R.S. §24-6-402(4)(b)

Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously. The Executive Board

exited Regular Session at 9:37 p.m. The Executive Board entered Executive Session at 9:37 p.m.

A Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Board is not allowed to adopt any proposed policy, resolution, regulation, or take any formal action at an executive session that is not open to the public. Prior to convening in executive session, the Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Board may hold an executive session to:

- Conduct discussions regarding the purchase, acquisition, lease, transfer or sale of property, C.R.S. §24-6-402(4)(a)
- Conduct conferences with the Charter's attorney for the purpose of receiving legal advice on a particular matter, C.R.S. §24-6-402(4)(b)
- Discuss matters which are required to be kept confidential by federal or state law, rules or regulations. In such cases, the Executive Board must announce the specific citation of the law, rule, or regulation which provides for confidentiality, C.R.S. §24-6-402(4)(c)
- Discuss security arrangements or investigations, C.R.S. §24-6-402(4)(d)
- Conduct discussions regarding the Charter's position, strategies, and bargaining instructions regarding collective bargaining negotiations, C.R.S. §24-6-402(4)(e)
- Discuss personnel matters, subject to the limitations discussed below. If the employee who is the subject of the discussions desires the discussions occur in open meeting, the discussions must be held in open meeting, C.R.S. §24-6-402(4)(f)
- To consider any documents which are protected from disclosure by the Colorado Open Records Act, C.R.S. §24-6-402(4)(g)
- Discuss individual students where public disclosure would adversely affect the person or persons involved, C.R.S. §24-6-402(4)(h)

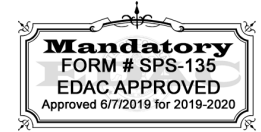
The Executive Board exited Executive Session at 10:08. They re-entered Regular Session at 10:08.

8.0 Adjournment

A motion to adjourn the February 27, 2020 Regular Session was made by Donna James and seconded Jim Zacheis. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously. The meeting adjourned at 10:09 p.m.



2.0 Unified Improvement Plans



Colorado's Unified Improvement Plan for Schools

Windsor Charter Academy Elementary School UIP 2019-20 | **School:** Windsor Charter Academy Elementary School | **District:** Windsor RE-4 | **Org ID:** 3100
| **School ID:** 9665 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action Plans

Executive Summary

If we...

STRENGTHEN INSTRUCTIONAL PRACTICES IN ELA TO CONTINUE POSITIVE TREND

Description:

85% or more of K-3 students will reach benchmark on DIBELS end-of-year composite. Students in grades 3-5 will exceed in "Academic Achievement" on ELA as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on ELA will be at or above the state and district percentages. 85% or more of K-3 students will reach benchmark on Acadience Reading end-of-year composite. Students in grades 3-5 will exceed in "Academic Achievement" on ELA as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on ELA will be at or above the state and district percentages. 85% or more of K-3 students will reach benchmark on Acadience Reading end of year composite. Students in grades 3-5 will exceed in "Academic Achievement" on ELA as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on ELA will be at or above the state and district percentages.



IMPROVE INSTRUCTIONAL PRACTICES IN MATH TO CONTINUE POSITIVE TRENDS

Description:

Students in grades 3-5 will exceed in "Academic Achievement" on math as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on math will be at or above the state and district percentages.



CLOSE GENDER GAPS IN ELA AND MATH

Description:

The gap in the median growth percentile between males and females in ELA and math will decrease in "Academic Growth Gaps" as determined by WCA School Performance Framework.



Then we will address...

EXCEEDING ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS

Description:

Windsor Charter Academy Elementary School's ability to exceed state expectations for "Academic Achievement" in ELA was a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. PLCs were established at each grade level to analyze formative and summative assessments in the areas of reading and writing. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and practices from the book, *Teach Like a Champion* by Doug Lemov. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques in AVID and *Teach Like a Champion* that support the practices. To support the MTSS model, staff continued to implement a 40-minute Tier II intervention block to ensure all students received reading instruction targeted to their specific needs. These needs included acceleration, extension, reinforcement of grade-level expectations or gap closure of foundational reading standards. READ Act: As part of participation in the Early Literacy Assessment Tool Project, emphasis was placed on training staff to administer Acadience Reading benchmark and progress monitoring with fidelity. Research-based Tier II reading intervention programs were implemented during the intervention block to close gaps in the Reading Foundational Standards. Tier II reading PLCs were conducted every six weeks to monitor the effectiveness of the interventions and ensure student progress. As a result, at the end of the 2018- 2019 school year the following percentage of students reached benchmark on the end-of-year composite: kindergarten- 97%; first grade - 86%; second grade - 87%; third grade - 100%.



EXCEEDING ACADEMIC ACHIEVEMENT IN MATH

Description:

Exceeding Academic Achievement in Math: Windsor Charter Academy Elementary School's ability to exceed state expectations for "Academic Achievement" in math were a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. PLCs were established at each grade level to analyze formative and summative assessments in the areas of math. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and the book, Teach Like a Champion by Doug Lemov. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques in AVID and Teach Like a Champion that support practices. Students in grades 2-5 were placed in needs-based math groups based on benchmark and formative assessment data. In grades K-1 we used the Early Childhood Assessment of Mathematics to ensure students were mastering foundational numeracy skills. MAP interim assessment data in grades 3-5 were used to create instructional focus groups designed to close achievement gaps in grade-level standards for students close to proficient.



CLOSING GENDER GAP

Description:

Teachers are continuing to refine their instructional practices by moving from a more teacher-directed approach to a student-centered approach using collaboration in an effort to engage all students in the learning and provide meaningful movement. AVID School-wide has been implemented for one year. With a 33% staff turnover in the 2019-2020 school year, priority has been given to implementing AVID collaboration strategies for new staff. All new staff have a mentor and additional formal and informal observations to ensure AVID collaboration is being implemented across subject areas. It has been a challenge to increase AVID school-wide implementation of WICOR strategies due to high staff turnover.



Then we will change current trends for students

CMAS ENGLISH LANGUAGE ARTS

Description:

Exceeding Academic Achievement in ELA



CMAS MATH

Description:

Exceeding Academic Achievement in Math



CMAS GENDER GAP CLOSURE

Description:

Closing Gender Gaps in ELA and Math



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

Improvement Plan Information

Additional Information about the school

School Contact Information

Name: Rebecca Teeples

Mailing Street: 810 Automation Dr

Phone:(970) 833-5190

Name: Kelly Seilbach

Mailing Street: 680 Academy Ct.

Phone:(970) 674-5020

Title: Executive Director

Mailing City / State/ Zip Code: Windsor Colorado 80550

Email: rebecca.teeples@windsorcharteracademy.org

Title: Director of Elementary Education

Mailing City / State/ Zip Code: Windsor Colorado 80550

Email: kelly.seilbach@windsorcharteracademy.org

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Windsor Charter Academy Elementary School provides its students with a solid academic foundation through a K-8 Core Knowledge curriculum. Its culture empowers students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning. Windsor Charter Academy Elementary School is located in the town of Windsor and has served kindergarten through fifth-grade students since the school opened in 2001.

Six hundred eight-five students attend Windsor Charter Academy Elementary School. Enrollment has increased significantly over the last several years through organic growth. Currently, there are five classes in kindergarten through third grade. Over the course of the next two years, fourth and fifth grade will add one additional class. In 2021, Windsor Charter Academy Elementary School will have completed their expansion phase with five classes at each grade level, kindergarten through fifth grade. Windsor Charter Academy Elementary School has thirty-two full-time classroom teachers, four part-time teachers, one Exceptional Student Service teacher and 0.25 English language-learner teacher. Of the thirty-six teachers, seven teachers have fewer than three years of teaching experience. Eleven of the thirty-six teachers are new to the school in the 2019-2020 school year.

Windsor Charter Academy Elementary School staff, the Executive Board, and the School Accountability Committee (SAC) reviewed the School Performance Framework. Building administration, school staff, and the SAC reviewed data found on the School Performance Framework showing that the school exceeded expectations in English language arts and exceeded expectations in math. Windsor Charter Academy Elementary School meets expectations for academic growth in English language arts and meets expectations for academic growth in math. These achievements resulted in a "Performance" rating. Furthermore, trends noted in CMAS data were verified using interim assessments, including Measures of Academic Performance and Acadience Reading. These findings resulted in the priority performance challenges outlined in the Unified Improvement Plan. Staff collaborated to create action plans designed to address these priority performance challenges.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Windsor Charter Academy Elementary School's ability to exceed state expectations for "Academic Achievement" in ELA and math were a result of deliberate and intentional planning, professional development, and implementation of highly-effective instructional practices targeting the Colorado Academic Standards. Professional learning communities (PLCs) were established at each grade level to analyze formative and summative assessments in the areas of reading, writing, and math. Common expectations for effective instructional practices were developed through professional development using the book Teach Like a Champion by Doug Lemov and implementing Advancement Via Individual Determination (AVID) Elementary school-wide. Administration conducted frequent informal and formal observations with feedback tied to the

professional practices and techniques from Teach Like a Champion and AVID. The instructional practices that targeted AVID WICOR (writing, inquiry, collaboration, organization, and reading) were prioritized to promote gender gap closure and increase achievement for all students.

In 2015, Core Knowledge Language Arts was adopted as the core reading program in grades 3-5. In 2017, Reading Street Common Core was adopted as the core reading program for kindergarten, first and second grade. Beginning in 2015, the targeted, scientifically evidence-based programs, Phonics for Reading and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), have been utilized with students who are identified as having a significant reading deficiency and/or who are reading below grade level. All core, supplemental, and intervention programming used with K-3 students address the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills and reading comprehension. To support the MTSS model, a 40-minute Tier II intervention block was built into the master schedule to ensure all students received reading instruction targeted to their specific needs. These needs included acceleration, extension, reinforcement of grade-level expectations or gap closure of foundational reading skills. As part of participation in the Early Literacy Assessment Tool Project, Acadience Reading was used as the approved READ Act interim assessment for benchmark and progress monitoring, and DIBELS Deep was used as the diagnostic assessment. In order to ensure valid assessment data is collected, emphasis was placed on training staff to administer Acadience Reading benchmark and progress monitoring with fidelity. Tier II reading PLCs were conducted every 6 weeks to monitor the effectiveness of the interventions and ensure student progress by evaluating the progress monitoring data collected every 7-10 days for intensive students and every 14-21 days for strategic students. As a result, at the end of the 2018-19 school year, the following percentage of students reached benchmark on the end of year DIBELS Composite measure: kindergarten - 97%; first grade - 86%; second grade - 87%; third grade - 100%.

In the area of math, Singapore Math was used as the primary resource for all K-5 students, along with supplemental resources, to ensure instruction was provided that aligned with the Colorado Academic Standards. Students in kindergarten and first grade were given the Early Childhood Assessment in Mathematics (ECAM) to determine proficiency of counting, numeration, addition and subtraction content strands. Based on the results of this assessment, a Tier II intervention was implemented using a station-rotation model. Students were provided instruction in small groups based on their identified needs and monitored to determine progress. Students in grades 2-5 were placed in needs-based math groups based on benchmark and formative assessment data. enVisions Math was adopted in 2019 for grades K-5 in order to implement a math curriculum more closely aligned with Colorado Academic Standards.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

English Language Arts

Over the course of the past three years, Windsor Charter Academy Elementary School achievement status in ELA continues to rise and be well above the achievement performance of the district and the state. The adoption of Core Knowledge Language Arts in 2014-2015 (grades 3-5) and the adoption of Reading Street in 2016-2017 (K-2) brought both of our resources for teaching reading in alignment with the English Language Arts Colorado Academic Standards.

Administration prioritized providing professional development and job-embedded coaching to ensure all teachers understood the Colorado Academic Standards and how to effectively plan and deliver standards-based lessons. During PLCs, formative and summative data were analyzed to ensure all students were making progress towards grade-level standards. Appropriate interventions were provided to students who needed additional support. Furthermore, professional development and formal and informal feedback targeting AVID WICOR strategies and highly effective instructional strategies in Teach Like a Champion contributed to increased proficiency in teacher professional practices.

Based on positive historical trends and continuous improvement in student achievement in English language arts, administration will continue to prioritize ongoing professional development and feedback tied to research-based instructional practices tied to AVID WICOR and Teach Like a Champion, as well as ongoing analysis of students' progress towards grade-level standards.

Math

Singapore Primary Mathematics Standards Edition was adopted by Windsor Charter Academy Elementary School in 2011. This resource met the California standards, but was not aligned with the Colorado Academic Standards in mathematics. Although Windsor Charter Academy Elementary School continued to see small gains and remained above the state and district in CMAS math achievement performance, the interim assessment data indicated that not all students were demonstrating mastery of grade-level math standards. For these reasons, administration determined the need to adopt a new math curriculum aligned to the Colorado Academic Standards in math.

In 2019, Windsor Charter Academy's Education Committee reviewed multiple math curriculum resources using a thorough and comprehensive review process and selected enVisions Math 2020 as the core curriculum for grades K-5. This resource is aligned to the Colorado Academic Standards in mathematics and provides support and guidance for teachers to plan and deliver standards-based lessons.

In order to increase student achievement and growth in math, administration developed a PLC schedule that not only analyzes student assessment results, but allows time for teachers to collaboratively plan to ensure lesson design and delivery meets the needs of all students. Administration provides professional development and job-embedded coaching to ensure all teachers understand the Colorado Academic Standards in math and can effectively plan and deliver standards-based lessons.

Current Performance

- Windsor Charter Academy Elementary School exceeded state expectations in ELA and math for "Academic Achievement" and met state expectations in ELA and math in "Academic Growth." In "Growth Gaps" Windsor Charter Academy exceeded expectations for minority students in ELA and met expectations for minority students in math. All other subgroups including "English Learners," "Free/Reduced-Price Lunch Eligible," and "Students with Disabilities" were not reported due to $n < 20$.

Trend Analysis



Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Windsor Charter Academy Elementary School has performed above both the state and the district in "Academic Achievement" for ELA for the past three years. Furthermore, academic achievement in ELA for fourth and fifth grades have steadily increased since 2017; however, third grade's increase is only a two-year trend.



Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

"Academic Achievement" for math in fifth grade has steadily increased over the past three years (54.3, 61, 63.4). (Notable: 3rd grade had the highest percentage of students who met or exceeded expectations in math of any grade over the past three years.)



Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

According to the median growth percentile for ELA, the fourth grade academic median growth percentile decreased in 2018 from 64.5 to 45.5, then increased in 2019 to 51.5. For the past two years, the fourth grade median growth percentile was below the district.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Over the past three years, the median growth percentile in both ELA and math are greater than both the state and the district.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

According to the median growth percentile in math, the academic growth percentile steadily increased in fifth grade from 52 to 68.5 over three years. The fifth grade median growth percentile continues to remain above both the state and the district.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

According to the median growth percentile on math, the academic median growth percentile decreased in fourth grade from 53 to 49 over three years. For the first time in three years, our fourth grade median growth percentile was below both the state and the district.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

According to the median growth percentile for ELA, academic median growth percentile steadily increased in 5th grade from 52 to 70.5 over three years. The fifth grade median growth percentile continues to remain above both the state and the district.

Trend Direction: Increasing



Notable Trend: Yes
Performance Indicator Target: Other

"Test Participation Rates" for ELA, math, and science have steadily increased since 2017.



Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Disaggregated Growth

According to the median growth percentile for ELA, the growth for both males and females has increased from: female 61.0 to 68.0 and males 55.0 to 56.0; however, the gap increased then decreased resulting in a twelve percentile difference in 2019, with females (68.0) outperforming males (56.0).



Trend Direction: Decreasing
Notable Trend: Yes
Performance Indicator Target: Disaggregated Growth

From 2017-2019, according to the median growth percentile for math, females decreased their overall median growth percentile from 54 to 52. (Notable: From 2017-2019, according to the median growth percentile in math, males increased median growth percentile from 52 to 56.5.)

Additional Trend Information:

Academic Achievement

Percentage of Students Meeting and Exceeding State Expectations on Math

	2017			2018			2019		
	School	District	State	School	District	State	School	District	State
3rd	69.5	53.4	40.0	48.5	47.4	39.1	72.1	54.1	41.0
4th	50.5	51.0	34.0	57.0	40.5	33.9	42.6	37.3	33.6

5th	54.3	43.8	33.6	61.0	50.0	35.5	63.4	42.0	35.7
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Percentage of Students Meeting and Exceeding State Expectations on ELA

	2017			2018			2019		
	School	District	State	School	District	State	School	District	State
3rd	72.3	52.9	40.1	59.4	47.1	40.4	66.3	54.2	41.3
4th	66.0	58.4	44.1	69.0	54.0	46.1	70.6	53.5	48.0
5th	62.8	60.2	46.3	73.0	63.8	47.4	85.1	61.0	48.4

Academic Growth

Median Growth Percentile in Math

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St
4th	53	50.5	50	50	47	50	49	50	50
5th	52	42	50	65	46	50	68.5	50	50
All	53	46	50	46	55	50	53	50	50

Median Growth Percentile in ELA

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St

4th	64.5	53	50	45.5	47	50	51.5	53	50
5th	52	48	50	63	55	50	70.5	55	50
All	58	51	50	54.5	51.5	50	62.5	54	50

Academic Growth Gaps

Median Growth Percentile in Math for Minority and Non-Minority Students

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St
Minority	55.5	43.5	48	56	47	48	52	46	48
Non-Minority	52	46	52	55	46	52	54	50	52

Median Growth Percentile in ELA for Minority and Non-Minority Students

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St
Minority	56	48	48	58	55	47	65	51	48
Non-Minority	59	52	52	54	50.5	52	62	54	52

Median Growth Percentile in Math for Female and Male Students

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St
Female	54	44	49	49	43.5	49	52	45	50

Male	52	49	51	57	48	51	56.5	53	50
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Median Growth Percentile in ELA for Female and Male Students

	2017			2018			2019		
	S	D	St	S	D	St	S	D	St
Female	61	54	53	62	57	54	68	56	53
Male	55	48	47	46	45	47	56	53	47

Test Participation Rates

Percentage of Participate Rate

	2017	2018	2019
ELA	93.8	97.4	99.4
Math	94.1	97.4	99.0
Science	92.2	97.1	99.0

Priority Performance Challenges and Root Causes



Priority Performance Challenge: CMAS English Language Arts

Exceeding Academic Achievement in ELA

Root Cause: Exceeding Academic Achievement in English Language Arts



Windsor Charter Academy Elementary School's ability to exceed state expectations for "Academic Achievement" in ELA was a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. PLCs were established at each grade level to analyze formative and summative assessments in the areas of reading and writing. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and practices from the book, Teach Like a Champion by Doug Lemov. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques in AVID and Teach Like a Champion that support the practices. To support the MTSS model, staff continued to implement a 40-minute Tier II intervention block to ensure all students received reading instruction targeted to their specific needs. These needs included acceleration, extension, reinforcement of grade-level expectations or gap closure of foundational reading standards. READ Act: As part of participation in the Early Literacy Assessment Tool Project, emphasis was placed on training staff to administer Acadience Reading benchmark and progress monitoring with fidelity. Research-based Tier II reading intervention programs were implemented during the intervention block to close gaps in the Reading Foundational Standards. Tier II reading PLCs were conducted every six weeks to monitor the effectiveness of the interventions and ensure student progress. As a result, at the end of the 2018- 2019 school year the following percentage of students reached benchmark on the end-of-year composite: kindergarten- 97%; first grade - 86%; second grade - 87%; third grade - 100%.



Priority Performance Challenge: CMAS Math

Exceeding Academic Achievement in Math



Root Cause: Exceeding Academic Achievement in Math

Exceeding Academic Achievement in Math: Windsor Charter Academy Elementary School's ability to exceed state expectations for "Academic Achievement" in math were a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. PLCs were established at each grade level to analyze formative and summative assessments in the areas of math. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and the book, Teach Like a Champion by Doug Lemov. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques in AVID and Teach Like a Champion that support practices. Students in grades 2-5 were placed in needs-based math groups based on benchmark and formative assessment data. In grades K-1 we used the Early Childhood Assessment of Mathematics to ensure students were mastering foundational numeracy skills. MAP interim assessment data in grades 3-5 were used to create instructional focus groups designed to close achievement gaps in grade-level standards for students close to proficient.



Priority Performance Challenge: CMAS Gender Gap Closure

Closing Gender Gaps in ELA and Math

Root Cause: Closing Gender Gap



Teachers are continuing to refine their instructional practices by moving from a more teacher-directed approach to a student-centered approach using collaboration in an effort to engage all students in the learning and provide meaningful movement. AVID School-wide has been implemented for one year. With a 33% staff turnover in the 2019-2020 school year, priority has been given to implementing AVID collaboration strategies for new staff. All new staff have a mentor and additional formal and informal observations to ensure AVID collaboration is being implemented across subject areas. It has been a challenge to increase AVID school-wide implementation of WICOR strategies due to high staff turnover.

Magnitude of Performance Challenges and Rationale for Selection:



Windsor Charter Academy Elementary's enrollment has steadily increased over the last three years. Current enrollment is 688 students and will expand to 704 students in 2020-2021. When fully expanded, there will be five sections with 24 students in each section at each grade level totaling 720 students in the 2021-2022 school year. With the increasing growth comes a more diverse student population. There has been significant staff turnover in the last three years. In the 2019-2020 school year alone, we have hired twelve new staff members (33% new staff members). Each staff member has required extensive training and support related to standards, curriculum, research-based instructional practices, and assessments. With increased enrollment and additional staff members, it will be a challenge to maintain current academic achievement performing above the state and district, as well as closing the gender achievement gap, in both ELA and math.

Magnitude of Root Causes and Rationale for Selection:



Although Windsor Charter Academy Elementary school exceeds "Academic Achievement" performance in comparison to the state and the district, its goal is to continue the trend of high "Academic Achievement" during our school's expansion over the next two years. This expansion will result in an increasingly diverse student population and increase in teaching staff. Our CMAS results from the 2018-2019 school year indicate that the adult actions have been implemented have led to increased "Academic Achievement" and "Academic Growth," even with our school's continued expansion and high teacher turnover. These results include higher "Academic Achievement" performance than the district and the state on CMAS ELA and math. Upon examination of K-3 Acadience Reading data, the percentage of students at or above benchmark at the beginning of the year has increased over the past three years, despite adding an additional track of students in kindergarten, first, second and third grade. This indicates stronger instructional practices and students' retainment of foundational literacy skills from year to year. Furthermore, for the past three years, Windsor Charter Academy Elementary School has been rewarded with the John Irwin School of Excellence award for high academic achievement in ELA, math and science.

Action Plans

Planning Form



Strengthen instructional practices in ELA to continue positive trend

What will success look like: 85% or more of K-3 students will reach benchmark on DIBELS end-of-year composite. Students in grades 3-5 will exceed in "Academic Achievement" on ELA as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on ELA will be at or above the state and district percentages. 85% or more of K-3 students will reach benchmark on Acadience Reading end-of-year composite. Students in grades 3-5 will exceed in "Academic Achievement" on ELA as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on ELA will be at or above the state and district percentages. 85% or more of K-3 students will reach benchmark on Acadience Reading end of year composite. Students in grades 3-5 will exceed in "Academic Achievement" on ELA as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on ELA will be at or above the state and district percentages.

Describe the research/evidence base supporting the strategy and why it is a good fit: The Colorado READ Act, passed by the Colorado legislature in 2012, focuses on early literacy development for all students and especially for students who are at risk of not reading at grade level by the end of the third grade. The READ Act focuses on literacy development for kindergarteners through third graders. Students are tested for reading skills, and those who are not reading at grade level are given individual READ plans. According to the Common Core State Standards Initiative, today's students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12th grade.

Associated Root Causes:





Exceeding Academic Achievement in English Language Arts:

Windsor Charter Academy Elementary School's ability to exceed state expectations for "Academic Achievement" in ELA was a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. PLCs were established at each grade level to analyze formative and summative assessments in the areas of reading and writing. Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and practices from the book, Teach Like a Champion by Doug Lemov. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques in AVID and Teach Like a Champion that support the practices. To support the MTSS model, staff continued to implement a 40-minute Tier II intervention block to ensure all students received reading instruction targeted to their specific needs. These needs included acceleration, extension, reinforcement of grade-level expectations or gap closure of foundational reading standards. READ Act: As part of participation in the Early Literacy Assessment Tool Project, emphasis was placed on training staff to administer Acadience Reading benchmark and progress monitoring with fidelity. Research-based Tier II reading intervention programs were implemented during the intervention block to close gaps in the Reading Foundational Standards. Tier II reading PLCs were conducted every six weeks to monitor the effectiveness of the interventions and ensure student progress. As a result, at the end of



the 2018- 2019 school year the following percentage of students reached benchmark on the end-of-year composite: kindergarten- 97%; first grade - 86%; second grade - 87%; third grade - 100%.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 <p>AVID Coaching and Certification Instrument (CCI)</p>	<p>The CCI is a rubric that corresponds to the four AVID School-wide domains: Instruction, Systems, Leadership and Culture. The CCI helps ensure fidelity to the AVID system and plan for sustainable growth.</p>	<p>02/03/2019 01/17/2020 Monthly</p>	<p>Administration and AVID Site Team</p>	<p>Met</p>
 <p>Early Literacy Assessment Tool (ELAT)</p>	<p>The Colorado Read Act established an Early Literacy Grant Program, which is a comprehensive approach to improving early literacy, focused on implementing and sustaining scientifically and evidence-based reading instruction.</p>	<p>08/26/2019 05/08/2020 Weekly</p>	<p>Administration</p>	<p>Met</p>
 <p>Professional Learning Communities and Data Digs</p>	<p>Administration will meet with grade-level teams weekly for PLCs.</p>	<p>08/26/2019 05/15/2020 Weekly</p>	<p>Administration and Teachers</p>	<p>Met</p>
 <p>Formal and Informal Observations with</p>	<p>New teachers will receive three formal observations and all returning teachers will receive two formal observations tied to WICOR strategies. In addition, all staff will have a minimum of 2 additional informal observations.</p>	<p>09/07/2019 05/08/2020 Quarterly</p>	<p>Administration</p>	<p>Met</p>

Feedback Tied to WICOR



AVID Quarterly Walk-Throughs

Administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.

09/17/2019
03/10/2020
Quarterly

Administration

Met



AVID Site Team



The AVID site team works to create a yearly implementation plan for increasing WICOR strategies across all grade levels. Teacher leaders on this team participate in professional learning and commit to sharing new information with their grade-level teams.

09/30/2019
04/27/2020
Monthly

Administration and AVID Site Team

Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 <p>AVID WICOR Training</p>	Administration will provide professional development for all staff including AVID Summer Institute, WCA Summer Institute, AVID Professional Learning Days, and staff professional development days.	06/03/2019 06/03/2020	AVID Summer Institute, AVID Learning Modules, AVID Foundations Book, and AVID Professional Learning Days	Administration, Teachers, and AVID Site Team	In Progress
 <p>Early Literacy Assessment Tool (ELAT)</p>	Windsor Charter Academy Elementary School will continue to participate in the ELAT grant. All teachers who administer Acadience Reading will be trained annually. All students in grades K-5 will participate in benchmark assessments 3 times per year followed by progress monitoring in accordance with their identified proficiency level. A progress monitoring calendar will be created to ensure fidelity with progress monitoring frequency. In accordance with the READ Act, READ Plans will be created for all students identified with a Significant Reading Deficiency (SRD).	08/26/2019 05/08/2020	Acadience Reading, Progress Monitoring Trajectory Graphs, and mClass Assessment System	Administration, Teachers, Literacy Interventionist and Instructional Specialist	Complete



Professional Learning Communities and Data Digs

Administration will meet with grade-level teams weekly for PLCs. The focus for PLCs will alternate between literacy and math. Twice a year data digs will be scheduled to analyze benchmark data and determine placement in Tier II interventions and plan instruction to ensure all students master grade-level standards. Record pre- and post-assessment data, determine students' strengths and areas of growth, and outline instructional strategies that grade levels will commit to during the data cycle.

08/26/2019
05/08/2020

6 Step Data Process Template, PLC Calendar, program materials, standards, and Benchmark and Progress Monitoring Data

Administration and Teachers

In Progress



Formal and Informal Observation

Administration will provide all teachers feedback connected to AVID WICOR strategies. Teacher evaluation is connected to AVID implementation.

09/07/2019
05/08/2020

Teacher Professional Practice Rubric and Crosswalk Document Linking AVID and TLAC to the Professional Practices

Administration

In Progress



AVID Quarterly Walk-Throughs

Administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.

09/17/2019
03/10/2020

AVID Feedback Form

Administration

In Progress



AVID Site Team

Teacher leaders will participate in professional learning and commit to sharing new information with their grade-level teams.

09/30/2019
04/27/2020

AVID Site Team Plan and AVID Articulation Plan

Administration and AVID Site Team

In Progress



AVID Peer

Teachers will work in vertical teams to observe K-5 classrooms to determine the level of implementation of WICOR across the various grade levels. Celebrations and next steps will be used to

03/05/2020
03/05/2020

Peer Observation Schedule and Walk-Through

Administration, Instructional Specialist, and

Not Started



Improve instructional practices in math to continue positive trends

What will success look like: Students in grades 3-5 will exceed in "Academic Achievement" on math as determined by WCA School Performance Framework. In addition, the percentage of students in grades 3-5 who meet or exceed state expectations on math will be at or above the state and district percentages.

Describe the research/evidence base supporting the strategy and why it is a good fit: According to the Common Core State Standards Initiative, today's students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through twelfth grade.

Associated Root Causes:


Exceeding Academic Achievement in Math:

Exceeding Academic Achievement in Math: Windsor Charter Academy Elementary School's ability to exceed state expectations for "Academic Achievement" in math were a result of deliberate and intentional planning, professional development, and implementation of highly effective instructional practices targeting the Colorado Academic Standards. PLCs were established at each grade level to analyze formative and summative assessments in the areas of math.



Common expectations for effective instructional practices were developed through professional development using AVID WICOR strategies and the book, Teach Like a Champion by Doug Lemov. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques in AVID and Teach Like a Champion that support practices. Students in grades 2-5 were placed in needs-based math groups based on benchmark and formative assessment data. In grades K-1 we used the Early Childhood Assessment of Mathematics to ensure students were mastering foundational numeracy skills. MAP interim assessment data in grades 3-5 were used to create instructional focus groups designed to close achievement gaps in grade-level standards for students close to proficient.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	The CCI is a rubric that corresponds to the four AVID School-wide domains: Instruction, Systems, Leadership and Culture. The CCI	01/24/2019		

AVID Coaching and Certification Instrument	helps ensure fidelity to the AVID system and plan for sustainable growth.	02/03/2020 Quarterly	Administration and AVID Site Team	Met
	Administration will meet with grade-level teams weekly for PLCs. Cumulative Assessment data will be collected to determine students' progress towards mastery of grade-level standards.	08/26/2019 05/15/2020 Weekly	Administration and Teachers	Partially Met
Professional Learning Communities & Data Digs				
	New teachers will receive three formal observations and all returning teachers will receive two formal observations tied to WICOR strategies. In addition, all staff will have a minimum of two informal observations.	09/07/2019 05/08/2020 Weekly	Administration	Partially Met
Formal and informal observations tied to WICOR				
	Administration will walk through classrooms quarterly and tie feedback to AVID WICOR strategies.	09/17/2019 03/10/2020 Quarterly	Adminstration	Partially Met
AVID Quarterly Walkthroughs				
	The AVID site team works to create a yearly implementation plan for increasing AVID WICOR strategies across all grade levels. Teacher leaders on this team participate in professional learning and commit to sharing new information with their grade-level teams.	09/30/2019 04/27/2020 Monthly	Administration and AVID Site Team	Partially Met
AVID Site Team				

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
			AVID Summer		



AVID WICOR Training

Administration will provide professional development for all staff including AVID Summer Institute, WCA Summer Institute, AVID Professional Learning Days and staff professional development.

06/03/2019
06/03/2020

Institute. AVID Learning Modules, AVID Foundations book, and AVID Professional Learning Days

Administration, Teachers and AVID Site Team

In Progress



Math Professional Development

enVisions Math professional development will be provided at the beginning of the year. In order to support teachers with the implementation of the program, math-focused planning sessions will occur once per month so that grade-level teams can discuss upcoming units and plan instruction to ensure fidelity to program implementation.

08/07/2019
05/08/2020

enVisions Math Program Training, Facilitated Math Planning schedule

Administration, Instructional Specialist, and Teachers

Complete



Math Curriculum Adoption

Teachers will implement new standards-based math curriculum to provide instruction aligned to the Colorado Academic Standards

08/15/2019
05/21/2020

enVisions Math Curriculum

Teachers

Complete



Professional Learning Communities and Data Digs

Teachers will record pre- and post-assessment data, determine students' strengths and areas of growth, and outline instructional strategies that grade levels will commit to during the data cycle.

08/26/2019
05/08/2020

6-Step Data Process Template, PLC calendar, program materials, standards, and benchmark and progress monitoring data.

Administration and Teachers

In Progress




Teachers will provide structures for students to engage in problem solving and explain their thinking both orally and in writing, using

08/26/2019

Academic Language

Administration, Instructional

In Progress

Instructional Strategies	academic language and models.	05/08/2020	bookmarks and enVisions Math curriculum	Specialist, Teachers	
 Math Differentiation	Teachers will continue to use math data to determine instructional groups for Tier I math instruction in grades 2-5.	08/26/2019 05/08/2020	enVisions Math Curriculum, benchmark and program assessment data	Administration and teachers	In Progress
 Formal & Informal Observations	Administration will provide all teachers with feedback connect to AVID WICOR strategies. Teacher evaluation is connected to AVID implementation.	09/07/2019 05/08/2020	Teacher Professional Practice Rubric and Crosswalk Document linking AVID and TLAC to the Professional Practices.	Administration	In Progress
 AVID Quarterly Walkthroughs	Building administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.	09/17/2019 03/10/2020	AVID Feedback Form	Administration	In Progress
 AVID Site Team	Teacher leaders participate in professional learning and commit to sharing new information with their grade-level teams.	09/30/2019 04/27/2020	AVID Site Team Plan and AVID Articulation Plan	Administration and AVID Site Team	In Progress
 Monitoring Math Cumulative Assessment Data	Teachers will administer the enVisions Math Cumulative Assessment quarterly and determine next steps for instruction in the event that students did not retain previously taught skills. The Cumulative Assessment data will be included in the Measures of Student Learning for Teacher Evaluation.	10/09/2019 05/15/2020	enVisions Math Cumulative Assessment and MSL criteria	Administration and Teachers	In Progress



AVID Peer Observations

Teachers will work in vertical teams to observe K-5 classrooms to determine the level of implementation of WICOR across the various grade levels. Celebraions and next steps will be used to inform the development of the AVID Site Team Plan.

03/05/2020
03/05/2020

Peer Observation Schedule and Walkthrough Form

Administration, Instructional Specialist, and Teachers

Not Started



Close gender gaps in ELA and math

What will success look like: The gap in the median growth percentile between males and females in ELA and math will decrease in "Academic Growth Gaps" as determined by WCA School Performance Framework.

Describe the research/evidence base supporting the strategy and why it is a good fit: According to NAEP data, male students, on average, perform less well than female students on tests of reading and writing skills and low-income male students do less well than high-income male students. NAEP data also show that the gaps favor male students in science and math. While smaller than those favoring female students in reading, the gaps have not disappeared and they grow larger as students age. Furthermore, according to Gurian and Stevens, authors of The Mind of Boys, male students receive the majority of Ds and Fs and the minority of As. They are behind on state tests in all 50 states; and they drop out of high school at higher rates than female students.

Associated Root Causes:

Closing Gender Gap:



Teachers are continuing to refine their instructional practices by moving from a more teacher-directed approach to a student-centered approach using collaboration in an effort to engage all students in the learning and provide meaningful movement. AVID School-wide has been implemented for one year. With a 33% staff turnover in the 2019-2020 school year, priority has been given to implementing AVID collaboration strategies for new staff. All new staff have a mentor and additional formal and informal observations to ensure AVID collaboration is being implemented across subject areas. It has been a challenge to increase AVID school-wide implementation of WICOR strategies due to high staff turnover.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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NWEA
Benchmark Data -
Gender Gap
Analysis

During each NWEA benchmark testing period, teachers will analyze data to determine trends in gender gap discrepancy.

08/21/2019
05/08/2020
Quarterly

Administration and Teachers

Not Met



Professional
Learning
Communities

During PLCs, teachers will report on student proficiency levels based on gender in order to monitor gender gap closure.

08/27/2019
05/14/2020
Monthly

Administration and Teachers

Not Met



Professional
Development



Administration will provide opportunities for staff to read the research related to essential strategies for teaching boys effectively.




03/02/2020
12/18/2020
Monthly

Administration and Teachers

Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Student Engagement	Utilize WICOR and Teach Like a Champion strategies to increase student engagement and collaboration.	08/17/2019 05/21/2020	TLAC book, AVID Elementary Foundations book, professional development, formal & informal observation feedback	Administration. Instructional Specialist, Teachers	In Progress
	Encourage teachers to embed movement into their lessons that is		TLAC techniques, AVID Elementary	Administration, Instructional	

Embedding Movement in Classrooms	purposeful and provides opportunities for state changes to increase student engagement.	08/17/2019 05/15/2020	Foundations book, professional development	Specialist, and Teachers	Not Started
 Collaboration	Utilize AVID collaboration strategies to increase opportunities for students to work in mixed-ability groups, like-ability groups, and gender specific groups to promote engagement through academic discourse.	08/17/2019 08/14/2020	AVID Elementary Foundations Book, TLAC, collaborative structures	Administration, Instructional Specialist, Teachers	In Progress
 STEAM Focus	Create high-interest learning opportunities that incorporate science, technology, engineering, art, and math. Make connections to Core Knowledge in order to deepen student understanding and interest in content.	08/19/2019 05/21/2020	Innovation Lab, Core Knowledge Sequence, core program materials, one-to-one technology	Administration, Instructional Specialist, Teachers	In Progress
 Project-based Learning Opportunities for Students	Classroom methodology includes project-based education in which the teacher facilitates hands-on, kinesthetic learning. Examples include enVisions Math Pick a Project, 2 Act Math and Core Knowledge culminating activities.	08/17/2020 05/21/2020	enVisions Math Curriculum, Core Knowledge Sequence, Reading Street, CKLA	Administration, Instructional Specialist, Teachers	In Progress

School Target Setting



Priority Performance Challenge : CMAS English Language Arts



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Exceed State Expectations on CMAS ELA

2020-2021: Exceed State Expectations on CMAS ELA

INTERIM MEASURES FOR 2019-2020: K-3: Acadience Reading Benchmark (3 times per year) and progress monitoring (as recommended by performance level) assessments; 2-5: MAP Benchmark Assessments (3 times per year); K-5: Quarterly Writing Benchmark Assessments



Priority Performance Challenge : CMAS Math



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Exceed State Expectations on CMAS Math

2020-2021: Exceed State Expectations on CMAS Math

INTERIM MEASURES FOR 2019-2020: enVisions Topic and Cumulative Assessments; enVisions End-of-Year Cumulative Assessment; MAP Benchmark Assessment (3 times per year); 2-5 STAR Math Assessment



Priority Performance Challenge : CMAS Gender Gap Closure



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Math Growth Gap between male and female students was 4.5 percentile points (M: 56.5, F: 52.0).

2020-2021: Decrease the Growth Gap between Male and Female by a minimum of 6 percentile points.

INTERIM MEASURES FOR 2019-2020: NWEA Benchmark, STAR Math, and PLC Data Process results disaggregated by gender.



PERFORMANCE INDICATOR: Disaggregated Growth

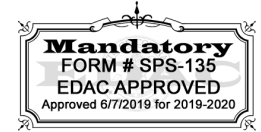
MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2019-2020: ELA Growth Gap between male and female students was 12 percentile points (M: 56.0, F: 68.0).

2020-2021: Decrease the Growth Gap between male and female students by a minimum of 6 percentile points.

INTERIM MEASURES FOR 2019-2020: NWEA Benchmark, Acadience Reading, and PLC Data Process results disaggregated by gender.



Colorado's Unified Improvement Plan for Schools

Windsor Charter Academy Middle School UIP 2019-20 | **School:** Windsor Charter Academy Middle School | **District:** Windsor RE-4 | **Org ID:** 3100 | **School ID:** 9563 | **Framework:** Performance Plan (New School: Rating determined by district) | **Draft UIP**

Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action Plans

Executive Summary

If we...

ALIGNMENT OF CK / CAS, UNIT ASSESSMENTS, AND FIDELITY TO ADOPTED RESOURCES

Description:

Success at Windsor Charter Academy Middle School will be measured by the following metrics: (1) Students in grades 6-8 will continue to exceed state expectations in "Academic Achievement" on ELA and begin to exceed "Academic Growth" on ELA as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. Finally, the median growth percentile (MGAP), the ELA scores will be at or above the state and district MGP. (2) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. Finally, the MGAP for math will be at or above the state and district MGP. (3) Students identified in the disaggregated groups of gender, ethnicity and income status will not have significant gaps to their comparative groups as indicated by meeting or exceeding state expectations for achievement and growth as determined by School Performance Framework.



DATA PROCESS TO DRIVE INTERVENTIONS, REMEDIATION, AND ACCELERATION

Description:

Success at Windsor Charter Academy Middle School will include the following metrics: (1) Students in grades 6-8 will continue to exceed state expectations in "Academic Achievement" on ELA and begin to exceed "Academic Growth" on ELA as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. Finally, the MGAP on ELA will be at or above the state and district MGP; (2) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. Finally, the MGAP on C math will be at or above the state and district MGP; and (3) Students identified in the disaggregated groups of gender, ethnicity and income status will not have significant gaps to their comparative groups as indicated by meeting or exceeding state expectations for achievement and growth as determined by the School Performance Framework.



INSTRUCTIONAL COACHING TO PROVIDE SUPPORT FOR TEACHERS TO DEVELOP PEDAGOGY

Description:

Success at Windsor Charter Academy Middle School will include the following metrics: (1) Students in grades 6-8 will continue to exceed state expectations in "Academic Achievement" on ELA and begin to exceed "Academic Growth" on ELA as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. Finally, the MGAP on ELA will be at or above the state and district MGP; (2) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. Finally, the MGAP on C math will be at or above the state and district MGP; and (3) Students identified in the disaggregated groups of gender, ethnicity and income status will not have significant gaps to their comparative groups as indicated by meeting or exceeding state expectations for achievement and growth as determined by the School Performance Framework.



RESEARCH BASED SUPPORTS FOR STUDENTS

Description:

Success at Windsor Charter Academy Middle School will include the following metrics: (1) Students in grades 6-8 will continue to exceed state expectations in "Academic Achievement" on ELA and begin to exceed "Academic Growth" on ELA as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. Finally, the MGAP on ELA will be at or above the state and district MGP; (2) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. Finally, the MGAP on C math will be at or above the state and district MGP; and (3) Students identified in the disaggregated groups of gender, ethnicity and income status will not have significant gaps to their comparative groups as indicated by meeting or exceeding state expectations for achievement and growth as determined by the School Performance Framework.



RESEARCH-BASED QUALITY INSTRUCTIONAL PRACTICES

Description:

Success at Windsor Charter Academy Middle School will be measured by the following metrics: (1) Students in grades 6-8 will continue to exceed state expectations in "Academic Achievement" on ELA and begin to exceed "Academic Growth" on ELA as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. Finally, the median growth percentile (MGAP), the ELA scores will be at or above the state and district MGP. (2) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. Finally, the MGAP for math will be at or above the state and district MGP. (3) Students identified in the disaggregated groups of gender, ethnicity and income status will not have significant gaps to their comparative groups as indicated by meeting or exceeding state expectations for achievement and growth as determined by School Performance Framework.



Then we will address...

INSUFFICIENT TEACHER PROFESSIONAL LEARNING AND COACHING TO SUPPORT ALL STUDENTS.

Description:

As the demographics of the student population have changed and the instructional practices have not kept pace to address the needs of all learners.



TEACHER TURN-OVER

Description:

Throughout this growth phase Windsor Charter Academy Middle School has hired many new teachers. Additionally, veteran teachers have switched grade level and have taught curriculum which has been new to them, which has not allowed them to refine instructional practices, team procedures, etc. each year. The number of new staff that have joined the veteran staff over the past six years has required much of the professional development to focus on developing foundational skills and best instructional practices. The focus on annually training new staff on foundational skills has allowed less time to focus on refinement of more complex research-based instructional practices.



ALIGNMENT OF AND FIDELITY TO CK SEQUENCE AND CAS

Description:

Windsor Charter Academy needs to ensure that teachers are teaching the essential content of Core Knowledge and also able to meet the correct level of depth of knowledge as required by the Core Knowledge Sequence and Colorado Academic Standards. This alignment needs to occur for units, lessons, and assessments.



INADEQUATE AND LACK OF FOCUSED INTERVENTIONS

Description:

Windsor Charter Academy Middle School needs to accurately identify students strengths and areas of growth and then provide the appropriate research based intervention programs to meet these needs with fidelity.



Then we will change current trends for students

CMAS ENGLISH LANGUAGE ARTS

Description:

Exceeding Academic Achievement in ELA, with declines and stable achievement in 6th, 7th and 8th grades over the past three years.



CMAS MATH

Description:

Meeting Academic Achievement in Math with overall trend of decreasing achievement amongst cohort groups from 5th grade through 8th grade.



CMAS GAP CLOSURE

Description:

Closing Gender, Ethnicity and Income Status in ELA and math.



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

Improvement Plan Information

Additional Information about the school

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Windsor Charter Academy Middle School provides our students with a solid academic foundation through our K-8 Core Knowledge curriculum. Its culture empowers students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning. Windsor Charter Academy Middle School is located in the town of Windsor and has served sixth through eighth grade students since the school opened in 2000.

347 students attend Windsor Charter Academy Middle School. Enrollment has increased significantly over the last several years. In the past six years, middle school enrollment increased by 172%, from 128 students in 2014 to 249 students in 2019.

Windsor Charter Academy Middle School has seventeen full-time classroom teachers, five part-time teachers, .75 Exceptional Student Service teachers and .25 English language learner teacher. Of the twenty-five classroom teachers, eight teachers have fewer than three years of teaching experience. Seven of the twenty five classroom teachers are new to the school in the 2019-2020 school year.

Windsor Charter Academy Middle School staff, the Executive Board, and the School Accountability Committee (SAC) reviewed the School Performance Framework. The SAC reviewed data found on the School Performance Framework, which showed that the school exceeded' expectations in English language arts, met expectations in

math and was approaching expectations in science. Windsor Charter Academy Middle School met expectations for "Academic Growth" in English language arts and approached expectations for "Academic Growth" in math. These achievements resulted in a "Performance" rating.

The teachers worked in collaborative teams to analyze data based on the School Performance Framework After analyzing this data the teams identified trends, root causes and created action steps. Administration then identified which action steps identified by teachers had the strongest effect size based on research and worked with the Building Leadership Team to create an action plan for implementation.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Prior Year Targets

In the 2017-2018 school year the SAC determined three areas of needed growth based on academic performance:

1. Middle School Math Increased Achievement and Growth
2. Gender Gap Closure
3. Increase Participation Rates on state assessment

"Academic Achievement" Reflection

Our ability to exceed state expectations for "Academic Achievement" in ELA and meeting state expectations in math were a result of deliberate and intentional planning, professional development and implementation of highly effective instructional practices targeting the Colorado Academic Standards. Professional Learning Communities (PLCs) were established in each content area and grade-level to analyze formative and summative assessments in the areas of reading, writing, and math. Common expectations for effective instructional practices were developed through professional development using the book Teach Like a Champion by Doug Lemov and implementing Advancement Via Individual Determination (AVID) Secondary school-wide. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques from Teach Like a Champion and AVID. The instructional practices that targeted writing, inquiry, collaboration, organization, and reading were prioritized to promote gender gap closure and increase achievement for all students.

"Academic Growth" Reflection

Our ability to meet state expectations for "Academic Growth" in ELA and approach state expectations for "Academic Growth" in math were a result of deliberate and intentional planning, professional development and implementation of highly effective instructional practices targeting the Colorado Academic Standards. Professional Learning Communities (PLCs) were established at each grade level to analyze formative and summative assessments in the areas of reading, writing, and math. Common expectations for effective instructional practices were developed through professional development using the book Teach Like a Champion by Doug Lemov and implementing AVID school-wide. Administration conducted frequent informal and formal observations with feedback tied to the professional practices and the techniques from Teach Like a Champion and AVID. The instructional practices that targeted writing, inquiry, collaboration, organization, and reading were prioritized to promote gender gap closure and increase achievement for all students.

In the area of math, enVisions Math was used as the primary resource for all 6th and 7th grade students, the primary resource for 8th grade students was Algebra I by Houghton Mifflin Harcourt. These textbooks, along with supplemental resources, ensured that instruction aligned with the Colorado Academic Standards and the Core Knowledge Sequence.

All students are assessed three times each year using NWEA MAPS growth in mathematics and reading. Based on the results of this assessment, and paired with additional data, Tier II and Tier III interventions were implemented. Students were provided instruction in small groups based on their identified needs and monitored to determine progress. Students in grades 6-8 were placed in needs-based math classes based on benchmark and formative assessment data.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Current Performance

- **Academic Achievement**

ELA: Windsor Charter Academy Middle School exceeded state expectations in ELA for "Academic Achievement." Both free & reduced lunch (FRL) and minority sub-groups met state expectations in ELA for "Academic Achievement."

Math: Windsor Charter Academy Middle School met state expectations in math for "Academic Achievement." The free & reduced lunch (FRL) sub-group was approaching expectations in math achievement, which with a percentile rank of 48, was just 2 percentile points below meeting state expectations. The minority sub-group met state expectations in ELA for "Academic Achievement."

Academic Growth

ELA: Windsor Charter Academy Middle School met state expectations in ELA for "Academic Growth." The free & reduced lunch (FRL) sub-group was exceeding expectations in ELA "Academic Growth." The minority sub-group met state expectations in ELA for "Academic Growth."

Math: Windsor Charter Academy Middle School was approaching state expectations in math for "Academic Growth." This was the one subject area that all students are only approaching state expectations, with a MGP of 44, which was 18.5 percentile points below meeting state expectations. The free & reduced lunch (FRL) sub-group met expectations in math "Academic Growth." The minority subgroup was approaching state expectations in math for "Academic Growth," with a MGP of 44, which was 18.5 percentile points below meeting state expectations.

Trend Analysis



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Student achievement data in eighth grade has declined in ELA from 2017-2019 by 18.9 percentage points (2017=72.7, 2018=60.4, 2019=53.8). This is a notable trend because it has steadily declined over three years. However, with a 747 MSS, it is 2 points above the state average and is above the 50th percentile. (Source SPF)



Trend Direction: Increasing then stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Sixth grade achievement data has increased in math from 2017-2019 by 7.7 percentage points (2017=35.4, 2018=43.6 2019=43.1). This is a notable trend because it is increasing. Additionally, with a 743 MSS, it is 11 points above the state average and close to the 85th percentile. (Source SPF)



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Eighth grade achievement data has steadily increased in math from 2017-2019 by 19.2 percentage points (2017=7.1, 2018=10.7 2019=26.3). This is a notable trend because students have consistently performed low in this area, but it has increased over this period. Additionally, with a 735 MSS, it is one point below the state average at the time of this report and is above the 50th percentile. (Source SPF)



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Overall, middle school growth data has decreased in math from 2017-2019 by 2.5 percentile points (2017=46.5, 2018=39, 2019=44). This is a notable trend because of the decline of (2.5 percentile points over the past three years). Additionally, the current 44 MGP is 6 percentile points below the state MGP. (Source School CMAS Growth Report).



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Sixth grade growth data has increased in math from 2017-2019 by 18 percentile points (2017=34, 2018=46, 2019=52). This is a notable trend because of the magnitude of the increase of (18 percentile points over the past three years). Additionally, the current 52 MGP is 2 percentile points above the state MGP. (Source School CMAS Growth Report).



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Seventh grade growth data has decreased in math from 2017-2019 by 19.5 percentile points (2017=52, 2018=28, 2019=32.5). This is a notable trend because of the magnitude of the decrease of (19.5 percentile points over the past three years). Additionally, the current 32.5 MGP is 17.5 percentile points below the state MGP (Source School CMAS Growth Report).



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Disaggregated Achievement

Several student populations (gender, ethnicity and income status (as measured by FRL) underperformed more than 10 percentage points less than their comparative group. Significant gaps existed for 6th grade ELA (Hispanic students=28.4 percentage points). Significant gaps existed for 7th grade ELA (FRL students =12.6 percentage points, Male students=18.4 percentage points, and Hispanic students=17.5 percentage points). Significant gaps existed for 8th grade ELA (Male students=10.2 percentage points, and Hispanic students=50.9 percentage points). Significant gaps existed for 6th grade math (FRL students =30.8 percentage points, Female students=11 percentage points, and Hispanic students=10percentage points). Significant gaps existed for 7th Grade math (FRL students =23.7 percentage points, Hispanic students=28.7percentage points). Significant gaps existed for 8th grade math (Female students=11.2 percentage points). This is a notable trend because of the magnitude of the difference. (Source School Performance Level Summary).

Priority Performance Challenges and Root Causes



Priority Performance Challenge: CMAS English Language Arts

Exceeding Academic Achievement in ELA, with declines and stable achievement in 6th, 7th and 8th grades over the past three years.



Root Cause: Insufficient teacher professional learning and coaching to support all students.

As the demographics of the student population have changed and the instructional practices have not kept pace to address the needs of all learners.

Root Cause: Teacher turn-over



Throughout this growth phase Windsor Charter Academy Middle School has hired many new teachers. Additionally, veteran teachers have switched grade level and have taught curriculum which has been new to them, which has not allowed them to refine instructional practices, team procedures, etc. each year. The number of new staff that have joined the veteran staff over the past six years has required much of the professional development to focus on developing foundational skills and best instructional practices. The focus on annually training new staff on foundational skills has allowed less time to focus on refinement of more complex research-based instructional practices.



Root Cause: Alignment of and fidelity to CK Sequence and CAS

Windsor Charter Academy needs to ensure that teachers are teaching the essential content of Core Knowledge and also able to meet the correct level of depth of knowledge as required by the Core Knowledge Sequence and Colorado Academic Standards. This alignment needs to occur for units, lessons, and assessments.



Root Cause: Inadequate and lack of focused interventions

Windsor Charter Academy Middle School needs to accurately identify students strengths and areas of growth and then provide the appropriate research based intervention programs to meet these needs with fidelity.



Priority Performance Challenge: CMAS Math

Meeting Academic Achievement in Math with overall trend of decreasing achievement amongst cohort groups from 5th grade through 8th grade.



Root Cause: Insufficient teacher professional learning and coaching to support all students.

As the demographics of the student population have changed and the instructional practices have not kept pace to address the needs of all learners.

Root Cause: Teacher turn-over



Throughout this growth phase Windsor Charter Academy Middle School has hired many new teachers. Additionally, veteran teachers have switched grade level and have taught curriculum which has been new to them, which has not allowed them to refine instructional practices, team procedures, etc. each year. The number of new staff that have joined the veteran staff over the past six years has required much of the professional

development to focus on developing foundational skills and best instructional practices. The focus on annually training new staff on foundational skills has allowed less time to focus on refinement of more complex research-based instructional practices.



Root Cause: Alignment of and fidelity to CK Sequence and CAS

Windsor Charter Academy needs to ensure that teachers are teaching the essential content of Core Knowledge and also able to meet the correct level of depth of knowledge as required by the Core Knowledge Sequence and Colorado Academic Standards. This alignment needs to occur for units, lessons, and assessments.



Root Cause: Inadequate and lack of focused interventions

Windsor Charter Academy Middle School needs to accurately identify students strengths and areas of growth and then provide the appropriate research based intervention programs to meet these needs with fidelity.



Priority Performance Challenge: CMAS Gap Closure

Closing Gender, Ethnicity and Income Status in ELA and math.



Root Cause: Insufficient teacher professional learning and coaching to support all students.

As the demographics of the student population have changed and the instructional practices have not kept pace to address the needs of all learners.

Root Cause: Teacher turn-over



Throughout this growth growth phase Windsor Charter Academy Middle School has hired many new teachers. Additionally, veteran teachers have switched grade level and have taught curriculum which has been new to them, which has not allowed them to refine instructional practices, team procedures, etc. each year. The number of new staff that have joined the veteran staff over the past six years has required much of the professional development to focus on developing foundational skills and best instructional practices. The focus on annually training new staff on foundational skills has allowed less time to focus on refinement of more complex research-based instructional practices.



Root Cause: Inadequate and lack of focused interventions

Windsor Charter Academy Middle School needs to accurately identify students strengths and areas of growth and then provide the appropriate research based intervention programs to meet these needs with fidelity.

Magnitude of Performance Challenges and Rationale for Selection:

Rationale:

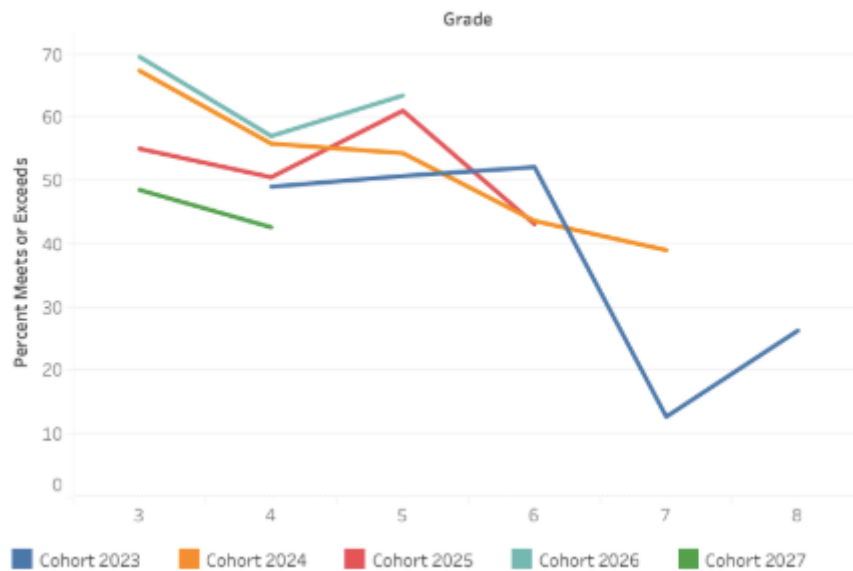


Windsor Charter Academy Middle School enrollment has increased significantly over the last several years. In the past six years, middle school enrollment increased by 172%, from 128 students in 2014 to 347 students in 2019.

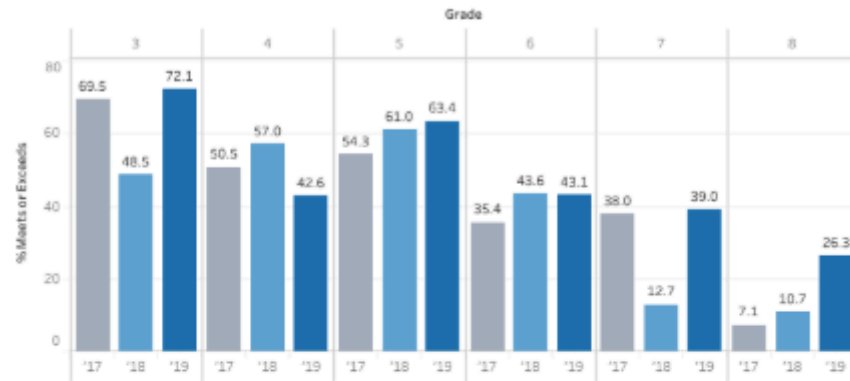
With the increasing growth comes two hurdles to be addressed: (1) more diverse student population second; (2) continual changes in staffing; and (3) staff placement. In regards to diverse student population, teaching strategies and support structures need to be refined to meet these needs of the student population.

The changes in staff present obstacles in a myriad of ways. Staff have required extensive training and support related to standards, curriculum, research-based instructional practices, and assessments. With this growth many veteran Windsor Charter Academy teachers have grade-level curriculum which is new to them. This reality has not allowed teachers to refine instructional practices, and team procedures each year.

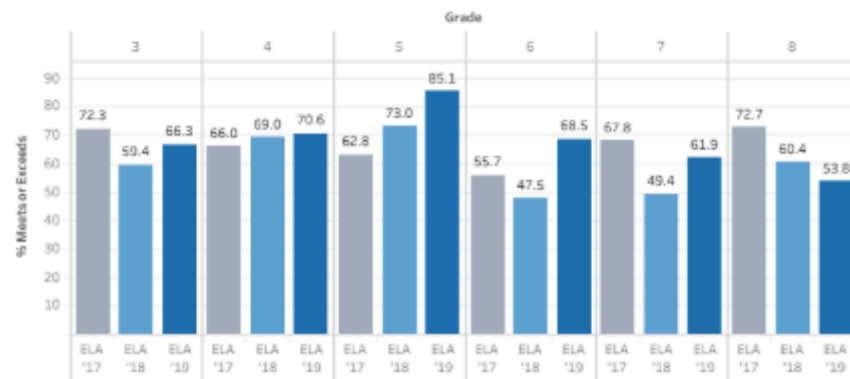
Math Cohorts - Percent Meets or Exceeds



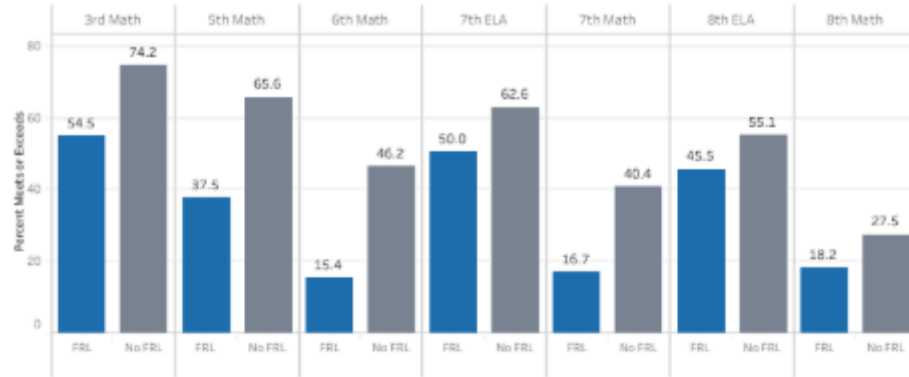
Percent of Students who Meet or Exceeds Expectations Across Grade Level, Math



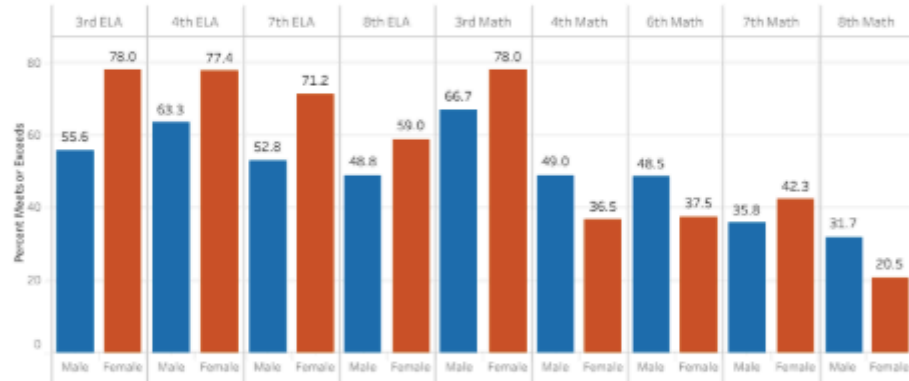
Percent of Students who Meet or Exceeds Expectations Across Grade Level, ELA



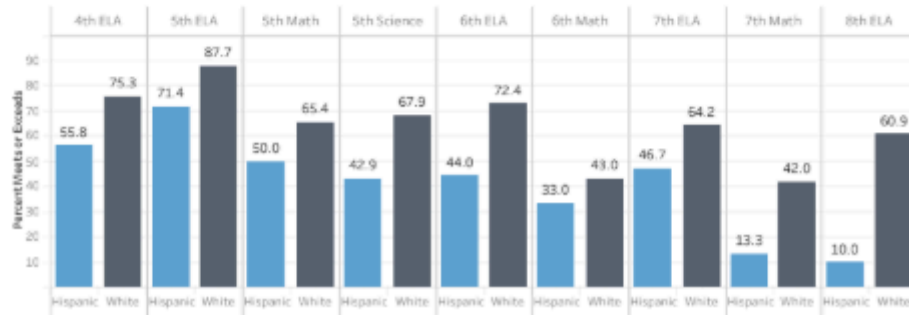
Percent who Meet or Exceed, by FRL Status



Percent who Meet or Exceed, by Gender



Percent who Meet or Exceed, by Ethnicity



Magnitude of Root Causes and Rationale for Selection:



These root causes were selected in collaboration with teachers and administrators while analyzing our data during data team meetings in the fall. Our teams identified the root causes by looking at the school data as well as digging into individual student data. These root causes were verified through classroom observations, classroom experiences, summative and formative assessment data, and analysis of current MTSS practices.

Action Plans

Planning Form



Alignment of CK / CAS, Unit Assessments, and Fidelity to Adopted Resources

What will success look like: Success at Windsor Charter Academy Middle School will be measured by the following metrics: (1) Students in grades 6-8 will continue to exceed state expectations in "Academic Achievement" on ELA and begin to exceed "Academic Growth" on ELA as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. Finally, the median growth percentile (MGAP), the ELA scores will be at or above the state and district MGP. (2) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. Finally, the MGAP for math will be at or above the state and district MGP. (3) Students identified in the disaggregated groups of gender, ethnicity and income status will not have significant gaps to their comparative groups as indicated by meeting or exceeding state expectations for achievement and growth as determined by School Performance Framework.

Describe the research/evidence base supporting the strategy and why it is a good fit: The work of John Hattie in Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement identifies the effect size of specific factors related to student learning. In his work Hattie ranks 138 "influences on learning" across six domains. The six domains identified by Hattie include: student influences, home influences, school influences, teacher influences, teaching influences and curricula influences. The greatest effect size of any of the influences is $d = 1.44$ (self-report grades). The smallest effect size of any of the influences addressed by this work was a reverse effect of $d = -0.34$ (student mobility). Based on his work, Hattie indicates that strategies with an effect size of greater than $d > 0.4$ are "Within the Zone of Desired Effects." Based on this comprehensive research the School focused on the influences / strategies which met 3 criteria: (1) an effect size of at least 0.4; (2) if the factor could be influenced or controlled by school staff; and (3) addressed the root causes identified by staff and the SAC committee. Teachers will work within content teams to align Core Knowledge Sequence, and 2020 Colorado Academic Standards and the Understanding by Design lesson planning. This work will include ensuring that assessments, unit plans, and lesson plans address the appropriate level of rigor and that students are mastering the correct knowledge and skills for grade levels. Teachers will work collaboratively with grade level teams to ensure that ELA expectations for reading and writing are consistent across all content areas. The specific influences which have been selected as part of this Major Improvement Strategy include: (1) Piagetian Programs $d = 1.28$, which includes teachers knowing the ways which students think, and how this thinking may be framed by their stage of development informs teachers as they choose instructional materials, tasks, etc. (Hattie 43);

(2) Teacher Clarity $d=0.75$, includes the importance of teachers not only understanding the intention of the lesson but also communicating this to students (Hattie 125); (3) Mastery Learning $d=0.58$, which Hattie describes as “all children can learn when provided with a clear explanation of what it means to master the material” (Hattie 170); (4) Goals $d=0.56$ are described by Hattie as “what type of level of performance is to be attained so that they can direct or evaluate their actions accordingly” (Hattie 164); and (5) Objectives $d=0.41$ are described as statements of what students ought to be able to do as a consequence of instruction (Hattie 167).

Associated Root Causes:



Alignment of and fidelity to CK Sequence and CAS:

Windsor Charter Academy needs to ensure that teachers are teaching the essential content of Core Knowledge and also able to meet the correct level of depth of knowledge as required by the Core Knowledge Sequence and Colorado Academic Standards. This alignment needs to occur for units, lessons, and assessments.



Insufficient teacher professional learning and coaching to support all students.:


As the demographics of the student population have changed and the instructional practices have not kept pace to address the needs of all learners.

Teacher turn-over:



Throughout this growth phase Windsor Charter Academy Middle School has hired many new teachers. Additionally, veteran teachers have switched grade level and have taught curriculum which has been new to them, which has not allowed them to refine instructional practices, team procedures, etc. each year. The number of new staff that have joined the veteran staff over the past six years has required much of the professional development to focus on developing foundational skills and best instructional practices. The focus on annually training new staff on foundational skills has allowed less time to focus on refinement of more complex research-based instructional practices.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 AVID Coaching and Certification	The CCI is a rubric that corresponds to the 4 AVID schoolwide domains: Instruction, Systems, Leadership and Culture. The CCI helps ensure fidelity to the AVID system and plan for sustainable	09/17/2019 05/17/2022 Monthly	AVID Site Team	

Instrument (CCI) growth.



Professional Learning Communities Data Team Meetings

Administration will meet with grade level teams twice each month for Professional Learning Communities (PLCs).

09/17/2019
05/17/2021
Monthly

Administration and Teachers



Formal and Informal Observations with Feedback

New teachers to WCA will receive 3 formal observations and all returning teachers will receive 2 formal observations tied to WICOR strategies. In addition, all staff will have a minimum of 2 additional informal observations.

09/17/2019
05/17/2022
Quarterly

Administration and Teachers



AVID Quarterly Walk-Throughs

Building administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.

09/17/2019
05/17/2022
Quarterly

Administration and Teachers

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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AVID WICOR Training

Provide professional development for all staff including AVID Summer Institute, WCA Summer Institute, AVID Professional Learning Days, and staff professional development days.


09/17/2019
05/17/2022

AVID Modules, Instructional coaches

Administration, Coaches and Teachers



Administration meets with Data Teams / Grade Level / MTSS teams twice each month. The focus for will alternate between MTSS and data teams. Twice a year data digs will be scheduled

Professional Learning Communities and Data Team Meetings	to analyze benchmark data and determine placement in tier II interventions and plan instruction to ensure all students master grade level standards. Record pre & post assessment data, determine students' strengths and areas of growth, and outline instructional strategies that grade levels will commit to during the data cycle	09/17/2019 05/17/2022	Data Teams process	Administration and Teachers
 Formal and Informal Observation	Administration will provide all teachers feedback connected to AVID WICOR strategies. Teacher evaluation is connected to AVID implementation	09/17/2019 05/17/2022	Teacher Professional Practice Rubric and Crosswalk Document Linking AVID and TLAC to the Professional Practices	Administration, Coaches and Teachers



Data Process to Drive Interventions, Remediation, and Acceleration

What will success look like: Success at Windsor Charter Academy Middle School will include the following metrics: (1) Students in grades 6-8 will continue to exceed state expectations in "Academic Achievement" on ELA and begin to exceed "Academic Growth" on ELA as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. Finally, the MGAP on ELA will be at or above the state and district MGP; (2) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. Finally, the MGAP on C math will be at or above the state and district MGP; and (3) Students identified in the disaggregated groups of gender, ethnicity and income status will not have significant gaps to their comparative groups as indicated by meeting or exceeding state expectations for achievement and growth as determined by the School Performance Framework.

Describe the research/evidence base supporting the strategy and why it is a good fit: The work of John Hattie in Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement identifies the effect size of specific factors related to student learning. In his work Hattie ranks 138 "influences on learning" across six domains. The six domains identified by Hattie include: student influences, home influences, school influences, teacher influences, teaching influences and curricula influences. The greatest effect size of any of the influences is $d = 1.44$ (self-report grades). The smallest effect size of any of the influences addressed by this work was a reverse effect of $d = -0.34$ (student mobility). Based on his work, Hattie indicates that strategies with an effect size of greater than $d > 0.4$ are "Within the Zone of Desired

Effects." Based on this comprehensive research the School focused on the influences / strategies which met 3 criteria: (1) an effect size of at least 0.4; (2) if the factor could be influenced or controlled by school staff; and (3) addressed the root causes identified by staff and the SAC committee. Teachers will continue to refine the collection and utilization of data to inform instruction to best meet the needs of all students. During the 2019-2020 school year staff began to implement a data team protocol designed by the Leadership and Learning Center. Teachers work in groups of 2-3 teachers through the six step cycle to: collect / chart data, analyze data, establish goals, review and revise goals, select instructional strategies, determine results indicators.vThe specific influences as identified by Hattie verify the effectiveness of this type of data process to drive instructional decisions as part of this Major Improvement Strategy and include: (1) Providing Formative Evaluation of Programs d=0.9, which includes the collection, analysis and graphing of data regarding the effectiveness of instructional practices by teaching staff (Hattie 181); (2)Acceleration d=0.88, which includes instruction that enables students to work on learning tasks that match their abilities based on data (Hattie 100); (3) Small Group Learning d=0.49, which involves students being assigned tasks and work specific to their ability on discrete skills based on identified needs (Hattie 95); (4) Intervention for Learning Disabled Students d=0.77 based on data collected to ensure the intervention addresses the identified need for the student in Reading, Writing or Math d= 0.44 to 0.67.


Associated Root Causes:



Inadequate and lack of focused interventions:

Windsor Charter Academy Middle School needs to accurately identify students strengths and areas of growth and then provide the appropriate research based intervention programs to meet these needs with fidelity.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Professional Learning Communities Data Team Meetings	Administration will meet with grade-level teams twice each month for PLCs.	09/17/2019 05/17/2022 Monthly	Administration, Coaches and Teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Administration meets with Data Teams / Grade Level / MTSS				



Professional Learning Communities and Data Team Meetings

teams twice each month. The focus for will alternate between MTSS and data teams. Twice a year data digs will be scheduled to analyze benchmark data and determine placement in tier II interventions and plan instruction to ensure all students master grade level standards. Record pre & post assessment data, determine students' strengths and areas of growth, and outline instructional strategies that grade levels will commit to during the data cycle

08/26/2019
05/08/2022

Data Teams
Process

Administration,
Coaches and
Teachers



Instructional Coaching to Provide Support for Teachers to Develop Pedagogy

What will success look like: Success at Windsor Charter Academy Middle School will include the following metrics: (1) Students in grades 6-8 will continue to exceed state expectations in "Academic Achievement" on ELA and begin to exceed "Academic Growth" on ELA as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. Finally, the MGAP on ELA will be at or above the state and district MGP; (2) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. Finally, the MGAP on C math will be at or above the state and district MGP; and (3) Students identified in the disaggregated groups of gender, ethnicity and income status will not have significant gaps to their comparative groups as indicated by meeting or exceeding state expectations for achievement and growth as determined by the School Performance Framework.

Describe the research/evidence base supporting the strategy and why it is a good fit: The work of John Hattie in Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement identifies the effect size of specific factors related to student learning. In his work Hattie ranks 138 "influences on learning" across six domains. The six domains identified by Hattie include: student influences, home influences, school influences, teacher influences, teaching influences and curricula influences. The greatest effect size of any of the influences is $d = 1.44$ (self-report grades). The smallest effect size of any of the influences addressed by this work was a reverse effect of $d = -0.34$ (student mobility). Based on his work, Hattie indicates that strategies with an effect size of greater than $d > 0.4$ are "Within the Zone of Desired Effects." Based on this comprehensive research the School focused on the influences / strategies which met 3 criteria: (1) an effect size of at least 0.4; (2) if the factor could be influenced or controlled by school staff; and (3) addressed the root causes identified by staff and the SAC committee. The addition of a Director of Instruction and Innovation and two instructional coaches will provide support to teachers who are striving to learn the science and art of teaching. The specific influences which have been selected as part of this Major Improvement Strategy include: (1) Micro-teaching $d = 0.88$ at WCA Middle School this practice will be modified slightly to meet our specific needs of developing teachers and take place in actual classrooms instead of the "laboratory setting" as described by Hattie. WCA Middle School will include the elements of videotaping and engaging in post-observation conversations as described by Hattie (112); (2) Professional Development $d = 0.62$ will be focused on the

specific instructional strategies agreed upon by staff and outlined as Research-Based Quality First Instructional Practices and classroom management strategies at WCA MS. Additionally, this learning will be emphasized during the Micro-teaching /coaching conversations described above; and (3) Climate of the Classroom: Classroom Management d=0.52 Teachers will receive explicit instructional coaching regarding strategies to effectively manage their classroom to maximize learning.

Associated Root Causes:

Teacher turn-over:





Throughout this growth phase Windsor Charter Academy Middle School has hired many new teachers. Additionally, veteran teachers have switched grade level and have taught curriculum which has been new to them, which has not allowed them to refine instructional practices, team procedures, etc. each year. The number of new staff that have joined the veteran staff over the past six years has required much of the professional development to focus on developing foundational skills and best instructional practices. The focus on annually training new staff on foundational skills has allowed less time to focus on refinement of more complex research-based instructional practices.



Insufficient teacher professional learning and coaching to support all students.:

As the demographics of the student population have changed and the instructional practices have not kept pace to address the needs of all learners.

Implementation Benchmarks Associated with MIS



IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 AVID Coaching and Certification Instrument (CCI)	The CCI is a rubric that corresponds to the 4 AVID schoolwide domains: Instruction, Systems, Leadership, and Culture. The CCI helps ensure fidelity to the AVID system and plan for sustainable growth.	09/17/2019 05/17/2022 Monthly	Administration, Coaches and Teachers	
 Formal and	New teachers to WCA will receive three formal observations and all returning teachers will receive two formal observations tied to WICOR strategies. In addition, all staff will have a minimum of two	09/17/2019 05/17/2022	Administration and Teachers	

Informal Observations with Feedback	additional informal observations.	Quarterly
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AVID Quarterly Walk-Throughs	Building administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.	09/17/2019 05/17/2022 Quarterly	Administration, Coaches and Teachers
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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 AVID WICOR Training	Provide professional development for all staff including AVID Summer Institute, WCA Summer Institute, AVID Professional Learning Days, and staff professional development days.	09/17/2019 05/17/2022	AVID Modules	Administration, Coaches and Teachers	
 Formal and Informal Observation	Administration will provide all teachers feedback connected to AVID WICOR strategies. Teacher evaluation is connected to AVID implementation	09/17/2019 05/17/2022	Teacher Rubric	Administration, Coaches and Teachers	



Research Based Supports for Students

What will success look like: Success at Windsor Charter Academy Middle School will include the following metrics: (1) Students in grades 6-8 will continue to exceed state expectations in "Academic Achievement" on ELA and begin to exceed "Academic Growth" on ELA as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. Finally, the MGAP on ELA will be at or above the state and district MGP; (2) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. Finally, the MGAP on C math will be at or above the state and district MGP; and (3) Students identified in the disaggregated

groups of gender, ethnicity and income status will not have significant gaps to their comparative groups as indicated by meeting or exceeding state expectations for achievement and growth as determined by the School Performance Framework.

Describe the research/evidence base supporting the strategy and why it is a good fit: The work of John Hattie in Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement identifies the effect size of specific factors related to student learning. In his work Hattie ranks 138 “influences on learning” across six domains. The six domains identified by Hattie include: student influences, home influences, school influences, teacher influences, teaching influences and curricula influences. The greatest effect size of any of the influences is $d= 1.44$ (self-report grades). The smallest effect size of any of the influences addressed by this work was a reverse effect of $d= -0.34$ (student mobility). Based on his work, Hattie indicates that strategies with an effect size of greater than $d> 0.4$ are “Within the Zone of Desired Effects.” Based on this comprehensive research the School focused on the influences / strategies which met 3 criteria: (1) an effect size of at least 0.4; (2) if the factor could be influenced or controlled by school staff; and (3) addressed the root causes identified by staff and the SAC committee. Particular attention will be paid to opportunities to support students during the expanded Advisory /What I Need (WIN) time and the implementation of Sources of Strength. The school counselor and teachers will further develop and articulate activities to implement the specific “influences” which have been selected as part of this Major Improvement Strategy including: (1)Teacher Student Relationships $d= 0.72$; (2) Spaced and Massed Practice $d=0.71$. The expanded WIN time will allow not only study hall but the ability of content teachers to conduct targeted small skills groups based on student needs for remediation and / or acceleration; (3) Study Skills $d=0.59$ Through explicit instruction of AVID curriculum during Advisory /What I Need (WIN) time; and (4) Group Cohesion $d=0.53$ and Peer Influences $d=0.53$ Hattie states “Over all the studies...of classroom climate, there are common attributes that optimize student learning - goal directedness, positive interpersonal relations, and social support... learning outcomes were positively associated with cohesiveness, satisfaction, task difficulty, goal direction and the material environment (Hattie 103).

Associated Root Causes:



Inadequate and lack of focused interventions:

Windsor Charter Academy Middle School needs to accurately identify students strengths and areas of growth and then provide the appropriate research based intervention programs to meet these needs with fidelity.



Insufficient teacher professional learning and coaching to support all students.:

As the demographics of the student population have changed and the instructional practices have not kept pace to address the needs of all learners.

Teacher turn-over:

Throughout this growth phase Windsor Charter Academy Middle School has hired many new teachers. Additionally, veteran teachers have switched grade level and have taught curriculum which has been new to them, which has not allowed them to refine instructional practices, team procedures, etc. each




year. The number of new staff that have joined the veteran staff over the past six years has required much of the professional development to focus on developing foundational skills and best instructional practices. The focus on annually training new staff on foundational skills has allowed less time to focus on refinement of more complex research-based instructional practices.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Revised Advisory / WIN (What I Need) time	Advisory will have the additional function of targeted academic intervention, social/emotional supports, and team building.	09/17/2019 05/17/2022 Weekly	Administration, Teachers and Counselor	
 Professional Learning Communities Data Team Meetings	Administration will meet with grade level teams twice each month for PLCs.	09/17/2019 05/17/2022 Monthly	Administration, Coaches and Teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Professional Learning	Administration meets with Data Teams / Grade Level / MTSS teams twice each month. The focus for will alternate between MTSS and data teams. Twice a year data digs will be scheduled to analyze benchmark data and determine placement in tier II interventions and plan instruction to ensure all students master grade level standards. Record pre & post assessment data,	09/17/2019 05/17/2022	Data Team Process	Administration, Coaches and Teachers	

Communities and Data Team Meetings determine students' strengths and areas of growth, and outline instructional strategies that grade levels will commit to during the data cycle



Research-Based Quality Instructional Practices

What will success look like: Success at Windsor Charter Academy Middle School will be measured by the following metrics: (1) Students in grades 6-8 will continue to exceed state expectations in "Academic Achievement" on ELA and begin to exceed "Academic Growth" on ELA as determined by the School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on ELA will be at or above the state and district percentages. Finally, the median growth percentile (MGAP), the ELA scores will be at or above the state and district MGP. (2) Students in grades 6-8 will exceed state expectations in "Academic Achievement" and "Academic Growth" on math as determined by School Performance Framework. In addition, the percentage of students in grades 6-8 who meet or exceed state expectations on math will be at or above the state and district percentages. Finally, the MGAP for math will be at or above the state and district MGP. (3) Students identified in the disaggregated groups of gender, ethnicity and income status will not have significant gaps to their comparative groups as indicated by meeting or exceeding state expectations for achievement and growth as determined by School Performance Framework.

Describe the research/evidence base supporting the strategy and why it is a good fit: The work of John Hattie in Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement identifies the effect size of specific factors related to student learning. In his work Hattie ranks 138 "influences on learning" across six domains. The six domains identified by Hattie include: student influences, home influences, school influences, teacher influences, teaching influences and curricula influences. The greatest effect size of any of the influences is $d = 1.44$ (self-report grades). The smallest effect size of any of the influences addressed by this work was a reverse effect of $d = -0.34$ (student mobility). Based on his work, Hattie indicates that strategies with an effect size of greater than $d > 0.4$ are "Within the Zone of Desired Effects." Based on this comprehensive research the School focused on the influences / strategies which met 3 criteria: (1) an effect size of at least 0.4; (2) if the factor could be influenced or controlled by school staff; and (3) addressed the root causes identified by staff and the SAC committee. Teachers will plan and implement lessons with a focus on specific instructional techniques. Many of these techniques align with our focus on the AVID program. The specific influences which have been selected as part of this Major Improvement Strategy include: (1) Reciprocal Teaching $d = 0.74$; (2) Feedback $d = 0.73$; (3) Metacognitive Strategies $d = 0.69$; (4) Self-Verbalization and Self-Questioning Strategies $d = 0.64$; (5) Problem-Solving Teaching $d = 0.61$; (6) Direct Instruction $d = 0.59$; (7) Concept Mapping $d = 0.57$; and (8) Peer Tutoring $d = 0.55$.

Associated Root Causes:



Insufficient teacher professional learning and coaching to support all students.:

As the demographics of the student population have changed and the instructional practices have not kept pace to address the needs of all learners.

Teacher turn-over:






Throughout this growth phase Windsor Charter Academy Middle School has hired many new teachers. Additionally, veteran teachers have switched grade level and have taught curriculum which has been new to them, which has not allowed them to refine instructional practices, team procedures, etc. each year. The number of new staff that have joined the veteran staff over the past six years has required much of the professional development to focus on developing foundational skills and best instructional practices. The focus on annually training new staff on foundational skills has allowed less time to focus on refinement of more complex research-based instructional practices.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 AVID Coaching and Certification Instrument (CCI)	The CCI is a rubric that corresponds to the four AVID School-wide domains: Instruction, Systems, Leadership, and Culture. The CCI helps ensure fidelity to the AVID system and plan for sustainable growth.	02/03/2019 02/11/2021 Monthly	Administration and Teachers	
 Professional Learning Community Data Team Meetings	Administration will meet with grade-level teams twice each month for PLCs.	08/26/2019 05/15/2021 Weekly	Administrators and Teacher Leaders	
 Formal and Informal Observations with Feedback	Administration will walk through classrooms quarterly and provide feedback tied to AVID WICOR strategies.	09/17/2019 03/10/2021 Quarterly	Administration	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 AVID WICOR Training	Administration and instructional coaches will provide professional development for all staff including AVID Summer Institute, WCA Summer Institute, AVID professional learning days, and staff professional development days.	06/03/2019 06/03/2021	AVID Resources	Administration and Instructional Coaches	
 PLC and Data Team Meetings	Administration meets with data, grade-level, and MTSS teams twice a month. The Focus will alternate between MTSS and data teams. Twice a year data digs will be scheduled to analyze benchmark data and determine placement in TIRE II interventions and plan instruction to ensure all students master grade-level standards. Administration will record pre- and post-assessment data, determine students' strengths and areas of growth, and outline instructional strategies that grade levels will commit to during the data cycle.	08/26/2019 05/08/2021	Student Data	Administration and Teachers	
 Formal and Informal Observations	Administration will provide all teacher feedback connected to AVID WICOR strategies. Teacher evaluations are connected to AVID strategies outlined in the implementation plan.	09/07/2019 05/08/2021	AVID	Administration	

School Target Setting



Priority Performance Challenge : CMAS English Language Arts



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Exceed State Expectations on CMAS ELA

2020-2021: Exceed State Expectations on CMAS ELA

INTERIM MEASURES FOR 2019-2020: MAP Benchmark Assessments (3 times per year); Quarterly Writing Benchmark Assessments



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Exceed State Expectations on CMAS ELA

2020-2021: Exceed State Expectations on CMAS ELA

INTERIM MEASURES FOR 2019-2020: MAP Benchmark Assessments (3 times per year); Quarterly Writing Benchmark Assessments



Priority Performance Challenge : CMAS Math



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Exceed State Expectations on CMAS Math

2020-2021: Exceed State Expectations on CMAS Math

INTERIM MEASURES FOR 2019-2020: enVisions Topic and Cumulative Assessments; enVisions End of Year Cumulative Assessment; MAP Benchmark Assessment (3 times per year)



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Exceed State Expectations on CMAS Math

2020-2021: Exceed State Expectations on CMAS Math

INTERIM MEASURES FOR 2019-2020: enVisions Topic and Cumulative Assessments; enVisions End of Year Cumulative Assessment; MAP Benchmark Assessment (3 times per year)



Priority Performance Challenge : CMAS Gap Closure



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2019-2020: WCA MS disaggregated groups (Gender, Ethnicity, and Economic Status) will not have significant gaps to their comparative groups as indicated by meeting state expectations for achievement and growth as determined by WCA School Performance Framework.

2020-2021: WCA MS disaggregated groups (Gender, Ethnicity, and Economic Status) will not have significant gaps to their comparative groups as indicated by exceeding state expectations for achievement and growth as determined by WCA School Performance Framework.

INTERIM MEASURES FOR 2019-2020: NWEA Benchmark, and PLC Data Process results disaggregated by gender, ethnicity and economic status



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2019-2020: WCA MS disaggregated groups (Gender, Ethnicity, and Economic Status) will not have significant gaps to their comparative groups as indicated by meeting state expectations for achievement and growth as determined by WCA School Performance Framework.

2020-2021: WCA MS disaggregated groups (Gender, Ethnicity, and Economic Status) will not have significant gaps to their

comparative groups as indicated by exceeding state expectations for achievement and growth as determined by WCA School Performance Framework.

INTERIM MEASURES FOR 2019-2020: NWEA Benchmark, and PLC Data Process results disaggregated by gender, ethnicity and economic status



Colorado's Unified Improvement Plan for Schools

Windsor Charter Academy Early College High School UIP 2019-20 | **School:** Windsor Charter Academy Early College High School | **District:** Windsor RE-4 |
Org ID: 3100 | **School ID:** 9393 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action Plans

Executive Summary

If we...

HIGH STAKES TEST STAMINA AND PREPARATION

Description:

Students who are prepared for the stamina of high-stakes tests have confidence in their skills and are able to move efficiently through the test. Additionally, students will continue to show measurable growth throughout high school from the PSAT to SAT scores.



LITERACY INSTRUCTIONAL PRACTICES

Description:

Students will have practiced and mastered the necessary skills to accurately answer the rigor of the SAT questions. Throughout all of their content classes, students will be exposed to complex texts as well as close and critical reading strategies to engage deeply with each readings.



INSTRUCTIONAL COACHING PROGRAM

Description:

Through an instructional coaching program, teachers will show measurable growth in their instructional practices which will then lead to student growth and achievement. New teachers, they will feel supported by the instructional coaching program and be able to learning research-based instructional strategies and classroom management skills to better support their students.



INDUCTION PROGRAM

Description:

With a two-year induction program, the School hopes to see higher teacher retention, increased instructional effectiveness, and greater student achievement and growth.



INSTRUCTIONAL ALIGNMENT WITH 2020 COLORADO ACADEMIC STANDARDS

Description:

Teachers have analyzed the new 2020 Colorado Academic Standards and have vertically aligned their instruction across all grade levels to ensure that all standards are appropriately being taught. Additionally, teachers will purposefully instruct to the depth of knowledge and rigor required of the new 2020 standards.



Then we will address...

LACK OF CONSISTENT, SUFFICIENT INSTRUCTION ON TEST-TAKING STRATEGIES

Description:

Although the School has a course that is specifically designed for students to develop their ICAP and prepare for the SAT, instructors were not given enough professional development to consistently and sufficiently implement SAT preparation for students.



ASSESSMENT QUESTIONS NOT ALIGNED WITH RIGOR OF SAT QUESTIONS

Description:

Staff lacked understanding of how the SAT develops questions; this created a disconnect between the classroom assessment questions and the SAT questions.



11TH GRADERS NOT ENROLLED IN MATH COURSE

Description:

Of the students who showed marginal growth on the SAT, the majority were not enrolled in a math course during their 11th grade year.



LACK OF EARLY IDENTIFICATION FOR FEMALE STUDENTS WITH SKILL GAPS

Description:

The School does not have an identification system to screen female students who are performing well in school but still have gaps in ERW and math.



GAPS IN STANDARDS-BASED INSTRUCTION

Description:

After analyzing the standards across the high school courses, some standards were not being taught and other were not being taught the fullest extent.



INEXPERIENCED TEACHING STAFF

Description:

83% of the high school teaching staff had five or less years of teaching experience, with 58% of teachers had one or less than one year of experience. Windsor Charter Academy Early College High School is a new and developing school. Teachers were learning how to be effective teachers and lacked depth of experienced staff.



Then we will change current trends for students

GROWTH BETWEEN PSAT 10 AND SAT ERW AND MATH SCORES

Description:

Students are making marginal growth between the PSAT 10 and SAT in the ERW and math portions of the assessment.

**FEMALE ACHIEVEMENT ON THE PSAT 10 AND SAT****Description:**

For each subject, male students outperformed female students most significantly in math and their ability to meet or exceed the benchmark for both subjects. An examination of gender gaps in the 10th grade PSAT showed similar disparities with female students underperforming their male counterparts in every category except ERW.



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

Improvement Plan Information

Additional Information about the school

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Windsor Charter Academy Early College High School builds upon the solid foundation of Core Knowledge and gives students opportunities to earn their associate degree alongside their high school diploma. Its culture empowers students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning. Windsor Charter Academy Early College High School opened in 2015 with 63 students.

299 students attend Windsor Charter Academy Early College High School. Enrollment has increased significantly over the last several years. In the past five years, high school enrollment increased by 375%, from 63 students in 2015 to 299 students in 2019.

Windsor Charter Academy Early College High School has fifteen full-time classroom teachers, seven part-time teachers, .75 Exceptional Student Service teachers and .5 English language learner teacher. Ten of these teachers also teach concurrent enrollment college courses on our campus. Of the twenty-three classroom teachers, fifteen teachers have fewer than three years of teaching experience. Six of the twenty-three classroom teachers are new to the school in the 2019-2020 school year.

Windsor Charter Academy Early College High School staff, the Executive Board, and the School Accountability Committee (SAC) reviewed the School Performance Framework. The SAC reviewed data found on the School Performance Framework..

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Windsor Charter Academy Early College High School is a new high school that has emerged from a middle school/high school model. The prior year targets are all focused on middle school data. The School does not have a summary of previous years' targets.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Windsor Charter Academy Early College High School is a new high school that has emerged from a middle school/high school model. The prior year targets are all focused on middle school data. The School does not have a summary of previous years' targets.

Current Performance

- Windsor Charter Academy Early College High School met expectations in the categories of "Academic Achievement" and "Postsecondary and Workforce Readiness" and is approaching requirements in the category of "Academic Growth." For "Academic Achievement" overall, state expectations were exceeded for the PSAT evidence-based reading and writing and met the expectation for the sub groups of our minority and free/reduced lunch students. The School met expectations for the PSAT math and CMAS science. For "Academic Growth," Windsor Charter Academy Early College High School is approaching state expectation for both PSAT evidence-based reading and writing as well as math. Finally, in the "Postsecondary and Workforce Readiness" category, state expectations were met in both SAT evidence-based reading and writing and math, as well as graduation rates. Data for student dropouts is approaching expectations for matriculation.

Trend Analysis

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Growth Between PSAT 10 and SAT ERW and Math Scores

Students are making marginal growth between the PSAT 10 and SAT in the ERW and math portions of the assessment.

Root Cause: Lack of Consistent, Sufficient Instruction on Test-Taking Strategies



Although the School has a course that is specifically designed for students to develop their ICAP and prepare for the SAT, instructors were not given enough professional development to consistently and sufficiently implement SAT preparation for students.



Root Cause: Assessment Questions Not Aligned with Rigor of SAT Questions

Staff lacked understanding of how the SAT develops questions; this created a disconnect between the classroom assessment questions and the SAT questions.



Root Cause: 11th graders Not Enrolled in Math Course

Of the students who showed marginal growth on the SAT, the majority were not enrolled in a math course during their 11th grade year.



Root Cause: Gaps in Standards-Based Instruction

After analyzing the standards across the high school courses, some standards were not being taught and other were not being taught the fullest extent.



Root Cause: Inexperienced Teaching Staff

83% of the high school teaching staff had five or less years of teaching experience, with 58% of teachers had one or less than one year of experience. Windsor Charter Academy Early College High School is a new and developing school. Teachers were learning how to be effective teachers and lacked depth of experienced staff.



Priority Performance Challenge: Female Achievement on the PSAT 10 and SAT

For each subject, male students outperformed female students most significantly in math and their ability to meet or exceed the benchmark for both subjects. An examination of gender gaps in the 10th grade PSAT showed similar disparities with female students underperforming their male counterparts in every category except ERW.



Root Cause: Lack of Consistent, Sufficient Instruction on Test-Taking Strategies

Although the School has a course that is specifically designed for students to develop their ICAP and prepare for the SAT, instructors were not given enough professional development to consistently and sufficiently implement SAT preparation for students.



Root Cause: Assessment Questions Not Aligned with Rigor of SAT Questions

Staff lacked understanding of how the SAT develops questions; this created a disconnect between the classroom assessment questions and the SAT questions.

Root Cause: Lack of Early Identification for Female Students with Skill Gaps

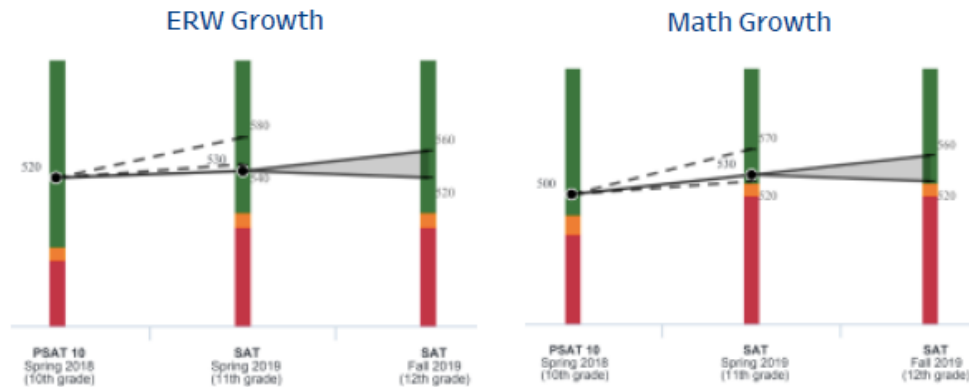


The School does not have an identification system to screen female students who are performing well in school but still have gaps in ERW and math.

Magnitude of Performance Challenges and Rationale for Selection:

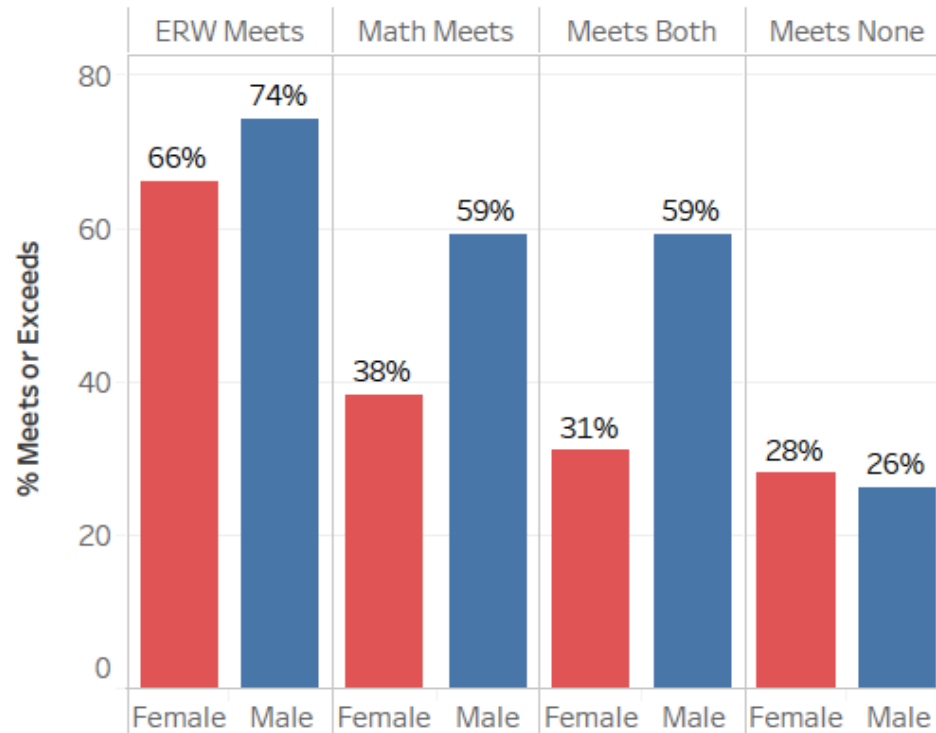


Windsor Charter Academy High School's PSAT and SAT scores were higher than the state and district but we are concerned about the growth from ninth to eleventh grade. Our students are achieving higher than average scores as ninth graders but their growth is marginal as they progress through each grades. The School needs to focus on growth on both the evidenced-based reading and writing (ERW) and math portions of the PSAT and SAT as apart of our continuous improvement cycle to ensure students are prepared for post-secondary success. The most recent PSAT and SAT results show marginal growth in both ERW and math for both the class of 2020 and 2021. For the class of 2020, the growth in scores from PSAT to SAT was small in ERW moving only 10 points from 520 to 530. This movement was also below the projected score (range 540-580). The change in mean math scores was higher, with a 30 point increase from 500 on the PSAT to 530 on the SAT, This score did fall within the projected range (520-560).



Additionally, we need to focus on the achievement gap with our female students. Only 31% of our females compared to 59% of males met both benchmarks on the SAT in 2019.

Meets or Exceeds Expectations by Gender - Spring 2019 SAT



Magnitude of Root Causes and Rationale for Selection:



These root causes were selected in collaboration with the school's teachers and administrators while analyzing our data in data team meetings in the fall. Our teams identified the root causes by looking at the school data as well as digging into individual student data. These root causes were verified through classroom observations, classroom experiences, summative and formative assessment data, and analysis of our current MTSS practices.

Action Plans

Planning Form



High Stakes Test Stamina and Preparation

What will success look like: Students who are prepared for the stamina of high-stakes tests have confidence in their skills and are able to move efficiently through the test. Additionally, students will continue to show measurable growth throughout high school from the PSAT to SAT scores.

Describe the research/evidence base supporting the strategy and why it is a good fit: The School has observed that many students whose scores fall within this range do not have proper strategies for taking timed tests. They tend to spend a lot of time on each question and end up not finishing the test or having to bubble in answers. Research has shown that exposure to and practice with these timed tests can assist students in being more prepared for the format of the SAT and the stamina required for success. This strategy is a good fit because the School already has the structure built into the schedule of in ICAP classes. Educators will be able to leverage the time in class to more effectively prepare students for post-secondary opportunities and success.

Associated Root Causes:



Lack of Consistent, Sufficient Instruction on Test-Taking Strategies:

Although the School has a course that is specifically designed for students to develop their ICAP and prepare for the SAT, instructors were not given enough professional development to consistently and sufficiently implement SAT preparation for students.



11th graders Not Enrolled in Math Course:

Of the students who showed marginal growth on the SAT, the majority were not enrolled in a math course during their 11th grade year.



Lack of Early Identification for Female Students with Skill Gaps:

The School does not have an identification system to screen female students who are performing well in school but still have gaps in ERW and math.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Test-Taking Strategies

All students will create an individualized practice and remediation schedule and receive instruction on best practices for succeeding on the ERW and math portions of the SAT.

01/07/2020
05/21/2021
Weekly

Staff and Administration

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Khan Academy	All students will link their PSAT scores from College Board to Khan Academy and individualize their preparation by practicing skills they have previously score low.	01/07/2020 05/21/2021	Local	Staff and Administration	
 Test-Taking Strategies	Math and English teachers will instruct students using SAT practice problems on best practices for achieving on the math and ERW portions of the SAT.	01/07/2020 05/21/2021	Local	Staff and Administration	
 Timed Tests	Students will receive practice on taking timed tests in their math and English classes.	01/07/2020 05/21/2021	Local	Staff and Administration	
 SAT Prep Class	Administration and teachers has identified students whose ERW scores fall within a range that historically has shown marginal growth. Teachers are spending time during classes to help students practice test-taking strategies, as well as expose students to the depth of knowledge rigor of the SAT questions.	01/07/2020 05/21/2021	Local	Staff and Administration	



Literacy Instructional Practices

What will success look like: Students will have practiced and mastered the necessary skills to accurately answer the rigor of the SAT questions. Throughout all of their content classes, students will be exposed to complex texts as well as close and critical reading strategies to engage deeply with each readings.

Describe the research/evidence base supporting the strategy and why it is a good fit: Close reading strategies assist students to access complex readings independently by learning specific skills and processes. Students are taught how to read with different purposes, re-read the text, annotate the text, answer text-dependent questions and engage in collaborative conversations about the text (Fisher and Frey). Students should be reading a variety of complex texts in their college courses but we also need to include reading of complex texts in all high school courses including English, history, and science. This is a good fit because it also meets our goals as an AVID school to incorporate WICOR into all instruction.


Associated Root Causes:





Assessment Questions Not Aligned with Rigor of SAT Questions:

Staff lacked understanding of how the SAT develops questions; this created a disconnect between the classroom assessment questions and the SAT questions.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 NWEA Reading Growth	Students will meet their reading RIT growth goal from the fall to spring benchmark assessments.	01/07/2020 05/21/2021 Quarterly	Staff and Administration	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Reading Professional Development	By the end of the 2020-21 school year, all high school staff will be trained in critical reading strategies.	01/07/2020 05/21/2021	Local	Staff, Administrators, and Instructional Coaches	
	Administrators and instructional coaches will observe teachers	08/05/2020		Staff, Administrators,	

Reading Instruction Observations	quarterly, looking for instructional implementation of critical reading strategies.	05/21/2021	Local	and Instructional Coaches
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Instructional Coaching Program

What will success look like: Through an instructional coaching program, teachers will show measurable growth in their instructional practices which will then lead to student growth and achievement. New teachers, they will feel supported by the instructional coaching program and be able to learning research-based instructional strategies and classroom management skills to better support their students.

Describe the research/evidence base supporting the strategy and why it is a good fit: Improving instructional practice improves student achievement (Wenglinsky (2000) and Sanders and Rivers (1996)). Our instructional coaches will be trained in Cognitive Coaching which assists teachers in becoming more reflective and efficacious. To change behavior, we must change the thinking and Cognitive Coaching uses specific maps to guide teachers to become more self-managing and self-directed. Cognitive Coaching is a good fit for our school because many of our administrators have been training in Cognitive Coaching. We can support one another in implementing these processes and practices.

Associated Root Causes:



Inexperienced Teaching Staff:

83% of the high school teaching staff had five or less years of teaching experience, with 58% of teachers had one or less than one year of experience. Windsor Charter Academy Early College High School is a new and developing school. Teachers were learning how to be effective teachers and lacked depth of experienced staff.



Gaps in Standards-Based Instruction:

After analyzing the standards across the high school courses, some standards were not being taught and other were not being taught the fullest extent.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Teachers will engage in targeted coaching cycles with the instructional coaching team.

08/12/2020
05/21/2021
Quarterly

Staff, Administrators, and Instructional Coaches

Instructional Coaching Cycles

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Cognitive Coaching	Administrators and instructional coaches will receive Cognitive Coaching professional development and will apply these strategies in the coaching cycles.	08/14/2019 05/21/2021	Local	Administrators and Instructional Coaches	
 Instructional Expectations	Instructional coaching department and administration will collaborate to create a consistent instructional expectation across contents and grade levels so that staff can focus on refining targeted skills.	08/14/2020 05/21/2021	Local	Administrators and Instructional Coaches	



Induction Program

What will success look like: With a two-year induction program, the School hopes to see higher teacher retention, increased instructional effectiveness, and greater student achievement and growth.

Describe the research/evidence base supporting the strategy and why it is a good fit: Most studies show that new teachers who participate in quality teacher induction programs are more likely to stay in the profession for longer, have improved instruction, and higher student achievement (Ingersoll and Strong 2011). By creating quality induction programs for teachers, we have a high population of new teachers and our goal is to retain quality teachers. If we can give teachers a jump start in effective instruction and can support their professional growth, we can see increased student achievement.

Associated Root Causes:

Inexperienced Teaching Staff:



83% of the high school teaching staff had five or less years of teaching experience, with 58% of teachers had one or less than one year of experience. Windsor Charter Academy Early College High School is a new and developing school. Teachers were learning how to be effective teachers and lacked depth of experienced staff.





Gaps in Standards-Based Instruction:

After analyzing the standards across the high school courses, some standards were not being taught and other were not being taught the fullest extent.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Higher Teacher Retention	WCA will retain 80% of teachers from 0-3 years of employment.	08/14/2019 05/21/2021 Quarterly	Administrators and Instructional Coaches	
 Increased Teacher Effectiveness	Teachers will show continual growth on their teacher evaluation rubric from years 0-3.	08/14/2020 05/21/2021 Quarterly	Administrators and Instructional Coaches	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Coaching Cycles	New teachers will participate in monthly coaching cycles with instructional coaches and/or administrators.	08/14/2020 05/21/2021	Local	Administrators and Instructional Coaches	
	Windsor Charter Academy will create a Curriculum, Instruction			Executive Director	

Instruction and Curriculum Department	and Innovation Department that will support schools with coaching and induction programs.	08/14/2020 05/21/2021	Local	and Board of Directors
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Instructional Alignment with 2020 Colorado Academic Standards

What will success look like: Teachers have analyzed the new 2020 Colorado Academic Standards and have vertically aligned their instruction across all grade levels to ensure that all standards are appropriately being taught. Additionally, teachers will purposefully instruct to the depth of knowledge and rigor required of the new 2020 standards.

Describe the research/evidence base supporting the strategy and why it is a good fit: In 1993, Colorado developed the first grade-level academic standards to address the achievement gaps, dropout rates, and remediation rates. Since then, our Colorado Academic Standards have gone through many revisions to address the changing expectations of our graduates. Senate Bill 08-212, “Colorado’s Achievement Plan for Kids” (CAP4K), states that standards-based education has shown “significant increases in learning and academic achievement among some students enrolled in the public schools of the state” (Ibid). A standards-based teaching/learning cycle continually answers four critical questions from Dufour & Eaker (1998, 2002, 2006): (1) What do students need to know, understand, and be able to do?; (2) How do we teach effectively to ensure all students are learning?; (3) How do we know students are learning?; and (4) What do we do when students are not learning or are reaching mastery before expectation?. As we grow and develop as an early college high school, all of our staff must be fluent in standards-based instruction and the instruction must rigorous to meet the rising expectations of our workforce.

Associated Root Causes:



Gaps in Standards-Based Instruction:

After analyzing the standards across the high school courses, some standards were not being taught and other were not being taught the fullest extent.




Inexperienced Teaching Staff:



83% of the high school teaching staff had five or less years of teaching experience, with 58% of teachers had one or less than one year of experience.

Windsor Charter Academy Early College High School is a new and developing school. Teachers were learning how to be effective teachers and lacked depth of experienced staff.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Data-Driven Professional Learning Communities	All staff will participate in data-driven professional learning communities that focus on aligning instruction with the rigor of Colorado Academic Standards.	08/14/2020 05/21/2021 Monthly	Administrators, Staff, and Instructional Coaches	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 MTSS process	Provide professional development on revised MTSS process with a focus on data driven decisions and implement program with fidelity.	01/07/2020 05/21/2021	Local	WCA Administrators and Staff	
 PLC Meetings	Create a schedule for teachers to meet as professional learning communities so they can examine their instruction and assessments to ensure alignment with content and depth of standards.	08/14/2020 05/21/2021	Local	WCA Administrators and Staff	

School Target Setting

Priority Performance Challenge : Growth Between PSAT 10 and SAT ERW and Math Scores



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

2019-2020: The mean score on the SAT for students will be between 540 and 580 for the ERW test. 63% of students will

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additionally meet both benchmarks.

2020-2021: The mean score on the SAT for our students will be between 550 and 590 for the ERW test. 65% of students will additionally meet both benchmarks.

INTERIM MEASURES FOR 2019-2020: 60% of 9th grade female students will meet their RIT growth in math and 75% of 9th grade female students will meet their RIT growth in reading as measured by the NWEA benchmark assessment. 65% of 10th grade female students will meet their RIT growth in math and 55% of 9th grade female students will meet their RIT growth in reading as measured by the NWEA benchmark assessment.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

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2019-2020: The mean score on the SAT for students will be between 510-550 for the math test. 63% of students will additionally meet both benchmarks.

2020-2021: The mean score on the SAT for students will be between 520-560 for the math test. 65% of students will additionally meet both benchmarks.

INTERIM MEASURES FOR 2019-2020: 60% of 9th grade female students will meet their RIT growth in math and 65% of 10th grade female students will meet their RIT growth in math as measured by the NWEA benchmark assessment.



Priority Performance Challenge : Female Achievement on the PSAT 10 and SAT



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

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2019-2020: 50% of female students will meet the math benchmarks on the SAT.

2020-2021: 62% of female students will meet the math benchmarks on the SAT.

INTERIM MEASURES FOR 2019-2020: 60% of 9th grade female students will meet their RIT growth in math and 65% of 10th grade female students will meet their

RIT growth in math as measured by the NWEA benchmark assessment.



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: R

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2019-2020: 88% of female students will meet both the ERW benchmarks on the SAT.

2020-2021: 90% of female students will meet both the ERW benchmarks on the SAT.

INTERIM MEASURES FOR 2019-2020: 75% of 9th grade female students will meet their RIT growth in reading as measured by the NWEA benchmark assessment. 55% of 9th grade female students will meet their RIT growth in reading as measured by the NWEA benchmark assessment.
