



Colorado's Unified Improvement Plan for Schools

Risley International Academy of Innovation UIP 2023-24 | School: Risley International Academy of Innovation | District: Pueblo City 60 | Org ID: 2690 |
School ID: 4376 | Framework: Priority Improvement Plan | Draft UIP

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Executive Summary



Priority Performance Challenges

- *Structured and Consistent Learning Environment*



Root Cause

- Inconsistent Coaching and Accountability
- Lack of Student Accountability
- Staff Turnover

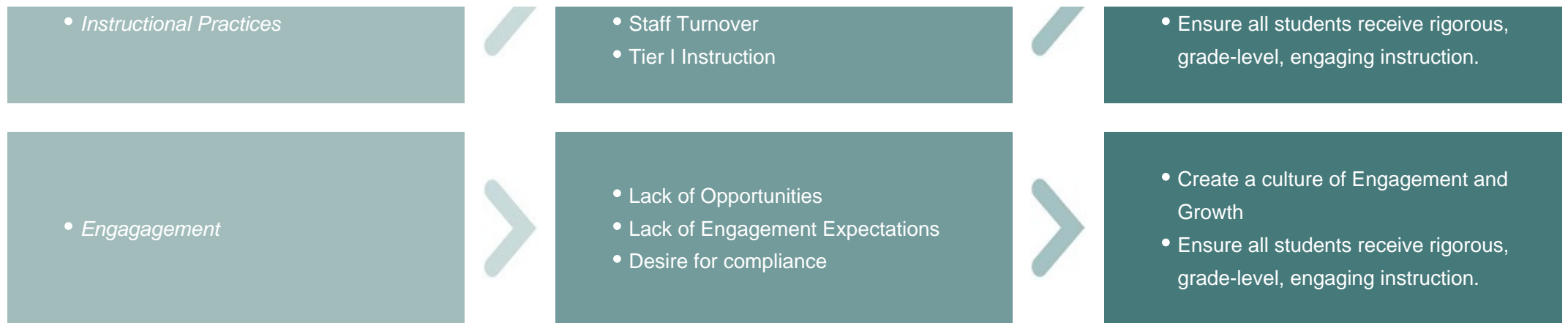


Major Improvement Strategies

- Create a Structured and Consistent Learning Environment
- Ensure all students receive rigorous, grade-level, engaging instruction.

- Inconsistent Coaching and Accountability

- Create a Structured and Consistent Learning Environment



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

Improvement Plan Information

Additional Information about the school

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Description of School Context:

Risley International Academy of Innovation is part of a proud and historic community located on the East Side of Pueblo, Colorado. In 2022-2023, Risley served 395 6th-8th grade students, slightly down from 403 students in 2021-2022, down from 453 students in 2020-2021, 447 students in 2019-2020 and 337 students in 2018-2019 (the increase in 18-19 was due to the closure of another district school which

shifted enrollment). The primary demographic of the school: 76.92% are of Hispanic ethnicity; 16.63% are White; 3.47% are Black/African American; 20.23% are students with disabilities; 7.33% are English Language Learners; and less than 2.4% of students qualify for gifted services. Currently, 94.72% of students qualify for free and reduced lunch services.

At the onset of the 2021-2022 school year, Risley International Academy of Innovation was identified with the Every Student Succeeds Act (ESSA) and the comprehensive support (CS) and improvement plan, based on student scores falling into the lowest 5% of Title I Schools. Risley received a plan type assignment of "priority improvement," earning 38.1 points on the rubric which is 3.9 points below improvement status. This marks a slight decrease from the 2019 and 2022 framework. This marks Risley's 10th year on the accountability clock and the school continues to be under a directed action from the State Board of Education. Initially the state ordered Risley to engage in a full management partner but that order was modified to partial management in 2020 due to the Covid 19 pandemic. The order was most recently extended in May of 2022. Currently the Relay Graduate School of Education (GSE) serves as the partial manager for Risley and has final decision-making authority in the areas of curriculum, assessment, and professional development. Risley has also partnered with the University of Virginia's Partnership for Leaders in Education program (UVA-PLE), 2Partner Math for support, coaching, and instructional planning and a similar consultancy partnership with Attuned Education Partners for English Language Arts. Risley also continues as an Innovation School, which provides some flexibility in terms of staffing, scheduling, etc.

The 2023 School Performance Framework achievement data suggests a lack of equitable rigor for ALL students in the Common Core Standards. Risley data shows that English language learners, Free/ Reduced Lunch Eligible, Minority students and students with disabilities are not achieving grade level standards in content areas. Student academic growth is Approaching Expectations in ELA and Math for all subgroups of students except for students with disabilities, where growth rates do not meet and multilingual learners in Math.

The ongoing challenge of teacher recruitment and retention across the State is magnified at Risley and continues to be a significant barrier towards school transformation and improvement. Similar to many schools across the State, an ongoing challenge for Risley has been high numbers of teachers resigning or transferring out. There is a stable group of Risley staff that includes six teachers and is the core of stakeholders who partnered in the development of the ESSA school's improvement plan.

Risley's administration team of one principal and two assistant principals has remained stable into their fourth year, as well as most of its leadership team, Relay Coach, and 2Partner Math Coach. To build their leadership capacity, three members of the Risley leadership team

have completed RELAY National Principal Fellowship Association training. This training focuses on developing systems for a strong school culture, observation feedback coaching, and ongoing data analysis processes focused on improving teacher practice with Data Driven instruction. All of these practices are currently in place for both Math and Humanities teams. Risley also adopted NWEA Maps testing as a diagnostic assessment and will use curriculum based assessments to measure achievement.

The Boys and Girls Club (BGC) works closely with Risley's leadership team to support students academically as well as socially and emotionally. They are in their 6th year at Risley and focus on 21st-century skills, academic support, enrichment, and family engagement. The BGC is free for Risley students to attend and offers courses immediately following the school day until 7:30 PM Monday through Thursdays and from 8:30-5:30 on Fridays. Along with academic support and hands-on learning, students have access to meals and individualized tutoring. School staff works with BGC staff to ensure that programs align with current grade-level expectations and learning.

Risley has quality core academic curriculum for Math, ELA, Humanities, Social Studies, and Science. The following are the core academic curriculum:

ELA: HmH Into Literature (3rd Year) was adopted district wide for 6-8th grade. Teachers will attend training sessions throughout the school year to learn how to best implement this curriculum. Resources were purchased for both online access and hard copy student and teacher editions.

Humanities: Wit and Wisdom curriculum resources and a custom scope and sequences are being used to support a humanities approach at the 7th and 8th grade levels. Novels and lessons were chosen strategically to support the integration of both ELA and SS standards. Ongoing coaching support and professional development is provided by Attuned and Relay.

Math: Continued curriculum: Carnegie Math was adopted by all middle schools. The district provides curriculum support and training. In addition to district support, 2Partner Math provides additional PD related the new curriculum and on-site coaching.

Science: McGraw Hill- Inspire Science- Newly adopted Science curriculum aligned to NGSS standards with an online component for students.

SS: A new Social Studies curriculum was purchased and rolled out this year. McGraw Hill Cengage textbooks were purchased for all students and professional development was provided during the initial roll out.

Risley students complete a range of assessments throughout the year for various purposes. Along with the required state assessments: CMAS, ACCESS, and Colorado Alternative Assessment (COALT), students use NWEA to determine Intervention status and progress as well as to track skills and growth. Tracking student data on NWEA, assessments, and daily exit tickets allows Risley to provide improvement interventions and strategies that are connected to the students' needs that address ESSA support and improvement. Curriculum based interim assessments are taken three to four times a year and scores are analyzed by grade level teams in PLC data meetings and test examples are used to support content area classes.

The purpose of this Unified Improvement Plan (UIP) is to create an alignment with the ESSA continuous improvement cycle based on student data. This UIP was written as a collaborative effort with the Risley Administrative Team, Relay, 2Partner, and teachers with ongoing input from the Building Leadership Team (BLT) and families. The BLT meets every two weeks and consists of all school leaders, content lead teachers, and the instructional coach. PLC time is used to complete grade level data analysis of all assessments and help create academic goals for core content areas. Knowledge of the assessments, student achievement at grade levels, and the school history enables the team to create academic goals based on trend analysis. Teachers understanding of the past year's academic targets allows them to ask and answer questions regarding goals, root causes and performance challenges. Time for feedback from all members is provided during these meetings. Parents are presented with an overview of Risley's UIP during the annual Open House and all parent nights and are able to provide input at those times. Parents are also invited to be part of the School Accountability Committee where they also review data, Risley's UIP, and 90-Day Plan and provide feedback. Along with the internal school leadership work, Risley is supported by the district through district UIP training and input on the UIP content.

The district received the EASI Grant to support schools like Risley that are identified via ESSA. Following the State Board directive, the grant provided an opportunity to bring in the external management partner to support Risley International. The school is also identified as Title I and receives funding that provides additional staffing, support materials for Math, ELA, an Humanities curriculum, professional development, and stipends for additional responsibilities related to instruction. During the summer of 2022, the district also provided a 90-Day Plan workshop where each school was provided with 8+ hours of training and work time to create a 90-Day Plan for the 2022-2023 school year. For the 2023-2024 school year, the district sent all three Risley administrators to the Standards Institute and provided ongoing coaching and feedback of updating and aligning the school's 90-Day Plan.

Course-Taking Requirements:

To assure the best possible education for Risley students, the leadership team (team leads, administration, and counselors) review all courses taken by students based on requirements, electives, and intervention needs of each student. For the 2023-2024 school year, all students take a Competitive Academics class in addition to the required core content classes. Students in Competitive Academics classes will be assessed multiple times throughout the year, using IXL, to determine growth and achievement. All students also work with a Blueprint Math fellow two days a week for grade level content instruction and individualized intervention.

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).

Create a culture of Engagement:

Risley increased family and community participation in school-level events as evidenced by an increase in the number of attendees and partners who participated in at least one family engagement activity. Risley also saw an increase in the number of assemblies offered that focused on celebrating student success or participation. Risley did not see an increase in student attendance, with the highest monthly attendance percentage of any month being 84% in August and the lowest monthly attendance being 73% in May. Walkthrough observations did not show consistent implementation or planning of engagement strategies in any grade level or content. Afterschool club offerings also decreased. Changes in staff including the elimination of the School Engagement Coordinator after the first quarter negatively affected the school's focus on increasing all of these opportunities. The data does not reflect positive progress made in student attendance or participation, which also correlates with a lack of positive progress in growth and achievement data.

Culture of High Expectations:

Risley operated on a four/eight-period schedule that allowed flexibility for extended math and literacy blocks. All course times were extended to 105 minutes and intentional shifts were made in instruction to incorporate intervention and hands-on learning opportunities. The administration team did not hold teachers accountable for bell-to-bell instruction and scope and sequences were not updated to reflect these scheduled changes. Many teachers were also moved to contents or areas where they weren't initially placed and missed out on previous professional development. Professional development during the year did not closely align with instructional best practices for subjects beyond Math and ELA and changes to staffing within the Math and ELA teams did not provide consistency for students. These gaps in implementation align with the decrease in Math and ELA achievement and growth.

Foundational Best Practices in Instruction:

At the start of the school year, two instructional coaches assisted in observation and feedback sessions, facilitating PLC's, and providing professional development to Math and ELA teachers. These positions were eliminated to start the second quarter to fill teacher vacancies. Upon this move, the school leaned into external partners, Attuned and 2Partner, to provide ongoing support for ELA and Math teachers. Both partners were unable to provide regular coaching and feedback or facilitate PLC's and school administrators did not take over these duties at a high level. A large number of teacher absences and vacancies also required teachers to regularly give up their planning time to cover classes. This also shifted PLC time drastically and did not allow for consistent content time with an administrator or facilitator present. Student proficiency data was not regularly collected or analyzed and classroom observations were not consistent. The lack of coaching, feedback, professional development, and PLC time align with the decrease in achievement and growth data for Math and ELA.

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

Create a culture of Engagement:

A shift is being made to create a culture of engagement and growth where each stakeholder has opportunities to connect with the school and community and participate in student growth. The schedule has been adjusted to include daily Advisory and Competitive Academics classes which allow for daily SEL lessons, goal setting, progress monitoring, and the ability to participate in hands-on learning and district and community events such as the STEM Fair and writing contests. Intentional connections are made between ELA and SS lessons to build background knowledge and opportunities for guest speakers and field trips are provided. There are also additional opportunities planned for families and the community to work with the school and students.

Culture of High Expectations:

The school has shifted its focus to creating student safety and accountability through a structured learning environment with consistent routines, procedures, and systems, where all adults respectfully hold each other and each student accountable for adherence to those agreed-upon routines, procedures, and systems. This will allow the administration to focus more on consistent instructional practices at the building level and strengthen school-wide systems. Each system will be planned, communicated, practiced, observed, and followed up on. The administration will communicate these systems in a clear manner and hold staff accountable for consistent implementation. Systems will be created that build a foundation for learning at the start of the year and increase to reflect instructional practices aligned to increasing rigor in the classroom.

Foundational Best Practices in Instruction:

Risley will ensure that all students receive rigorous, grade-level, engaging instruction. PLC time has been moved to the morning before student arrival which allows for consistent support from school administrators. Practice Clinics are held at least weekly and differentiated based on overall trends and individual teacher needs. All three administrators and the instructional coach are in classrooms on a daily basis and provide real-time feedback, modeling, or follow-up coaching. Clear expectations for lesson planning were established for each content and coaching on planning is provided. External partners including Relay, Attuned, and 2Partner are familiar with Risley's 90-day plan and provide ongoing professional development and coaching aligned with those priorities for Math, Humanities, and ELA.

Current Performance

- Risley is identified with the Every Student Succeeds Act (ESSA), schools identified for support and improvement, and the comprehensive support (CS) and improvement plan, based on student scores falling into the lowest 5% of Title I Schools, is referenced throughout this UIP.

Results from the 2023 School Performance Framework indicate that the school is in Year 10 of Priority Improvement or Turnaround. Risley maintained Priority Improvement with an SPF rating of 38.1%. Risley rated Does Not Meet in Academic Achievement and Approaching in Growth. Academic Achievement for Math indicates that all students, which includes subgroups, had a Mean scale score of 702.9 and a rating of Does Not Meet. Academic Achievement for ELA indicates that all students, which includes subgroups, had a mean scale score of 717.2 and a rating of Does Not Meet, which are below district and state levels.

2023 School Performance Framework Current Results: Priority Improvement		
Subject	Indicator + Results	School Quality and Student Success
Academic Achievement - ELA	All Students: Does Not Meet English Language Learners: DNM Free and Reduced: DNM Students with Disabilities: DNM Minority Students: DNM	All Students Participation Rate: 93.1% ELL Participation Rate: 87.5% Free and Reduced: 93.3% SWD Participation Rate: 90.9% Minority Participation Rate: 93%
Academic Achievement- Math	All Students: Does Not Meet English Language Learners: DNM Free and Reduced: DNM Students with Disabilities: DNM Minority Students: DNM	All Students Participation Rate: 92.8% ELL Participation Rate: 97.9% Free and Reduced:92.8% SWD Participation Rate: 89.8% Minority Students Participation: 93.1%

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Academic Growth - ELA	All Students: Approaching English Language Learners: Approaching Students with Disabilities: Does Not Meet FRL: Approaching Minority students: Approaching	All Students Participation Rate: 93.1% ELL Participation Rate: 87.5% SWD Participation Rate: 90.9% Free and Reduced:93.3% Minority Students Participation: 93%
Academic Growth - Math	All Students: Approaching English Language Learners: Does Not Meet Students with Disabilities: Does Not Meet FRL: Approaching Minority Students: Approaching	All Students Participation Rate: 92.8% ELL Participation Rate: 97.9% SWD Participation Rate: 89.8% Free and Reduced:92.8% Minority Students Participation: 93.1%
<p>Summary: The 2023 School Performance Framework provides a complete picture of academic performance of a school and how it compares to district and state. The Risley data noted above compares the school to the Pueblo District 60 and state of Colorado. The School Performance Framework shows that ALL students are not meeting adequate levels of mastery in Math or ELA as measured by CMAS. Academic Growth for all students is approaching, therefore it is evident that the school is supporting students to make progress toward expected growth.</p>		

School Specific Data: NWEA

NWEA School Mean RIT Score 22-23:

Math	Fall	Winter	Spring
6th Grade	200	203.2	204.3
7th Grade	201	204.7	208.3
8th Grade	207	209.5	209.1

Reading	Fall	Winter	Spring
6th Grade	197	200.7	197
7th Grade	196	197.9	195.2
8th Grade	202	206.4	203.7

NWEA Student at or Above Grade Level Mean RIT 22-23:

Math	Fall	Winter	Spring
6th Grade	22	14	11
7th Grade	13	15	14
8th Grade	17	10	10

Reading	Fall	Winter	Spring
6th Grade	30	23	17
7th Grade	22	17	9
8th Grade	22	25	21

-These local assessments show that students are performing at the same rate as they are on CMAS. The percentage points are closely aligned and provide the school with data that can support changing the instruction to meet the needs of students.

To Address These Challenges:

To support Risley students' academic performance, the school is taking a 4-pronged approach to improve instruction. First, Professional Development and Professional Learning Communities (PLC) will focus on refining the ability of teachers to deliver quality instruction aligned to Common Core State Standards. Then, PLCs will support teachers in establishing clear student expectations, increasing the level of rigor in lesson planning and delivery, and the use of formative/interim assessment data to drive instructional practices. The academic coaches will guide and support teachers in analyzing student assessments for student learning gaps and determining re-teaching strategies. Along with Risley's continued focus on quality instruction, the school has implemented reading across the curriculum for all content areas and adjusted instruction through the Teaching and Learning cycle.

The addition of dedicated Math and ELA external partners in conjunction with Relay, 2Partner, and district support provides support for planning high-quality PLCs, frequent classroom observation and feedback cycles for more staff. An In-School Suspension supervisor was hired in order to support students who are pulled out of class. This keeps students on track academically and reduces the number of Out of School Suspensions (OSS). Although Risley has not met state expectations for academic achievement and growth, there are some positive trends in the local assessment data, especially during the MOY testing window.

Risley has made strides in improving student culture with the implementation of consistent routines and procedures schoolwide, PLC led RTI student focus teams, and the use of In-School Suspension (ISS) to support students on site instead of Out of School Suspension (OSS) for more minor behaviors. The supervisor works one-on-one with each student to ensure that they stay on track with their academics. There was also a large focus on creating consistent routines and procedures across the building, including establishing and implementing common, school-wide expectations. Following the roll-out of these consistent, schools-wide expectations, there was a decrease in classroom-managed behaviors tied to each focus area.

2022-2023	Semester 1	Semester 2
Defiance/Disrespect/Non-Compliance	69	60
08-Disobedience/Defiant/Repeated Interference	61	38
Disruption	20	18
Skip Class/Tuant	19	9
Abusive Language/Inappropriate Language	8	7

This system supported the decrease of many behavior concerns, however, the school overall saw an increase in behavior referrals, Out of School, and In-School suspensions.

Behavior Referrals:

	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
2018-2019	6	19	26	42	13	29	31	21	42	24	2
2019-2020	4	47	66	79	51	88	85	39	N/A	N/A	N/A
2020-2021	0	7	5	2	2	2	7	9	3	21	2
2021-2022	13	49	63	38	24	19	47	24	47	39	1
2022-2023	19	60	86	95	56	57	66	62	77	85	N/A

Total Suspensions:

	OSS	ISS
2018-2019	108	51
2019-2020	95	100
2020-2021	19	11
2021-2022	68	149
2022-2023	232	123

Student Attendance also remained well below the goal of 95% average daily attendance.

Student Attendance:

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
2018-2019	97%	93%	93%	90%	91%	90%	91%	88.5%	88%	87%	83%
2019-2020	90%	88%	85%	87%	86%	85%	83%	90%	N/A	N/A	N/A
2020-2021	86%	87%	79%	69%	81%	86%	89%	89.5%	89%	78%	80%
2021-2022	84%	80%	83%	77%	79%	73%	80%	80%	80%	75%	80%
2022-2023	84%	83%	82%	78%	81%	79%	79%	82%	81%	73%	

Trend Analysis



Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

Academic Achievement (Status): Over the last three years (2019, 2022, and 2023) there has been a decrease in 6-8 grade students' mean scale scores on the CMAS ELA assessment. All students have shown a slight decrease from 2019 (720.4) to 2022 (717.8), to 2023 (717.2). The results are all well below the state expectations of 750 over the period shown.



Trend Direction: Decreasing then increasing

Performance Indicator Target: Academic Achievement (Status)

Academic Achievement (Status): Over the last three years (2019, 2022, 2023) there has been a decrease in 6-8 grade students' mean scale scores on the CMAS Math assessment. All students have shown a slight decrease from 2019 (707.4) to 2022 (701.9), and a slight increase to 2023 (702.9). The results are all well below the state expectations of 750 over the period shown.



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Growth

Academic Growth (Status): Over the last three years (2019, 2022, 2023) there has been an increase, then decrease in 6-8 grade students' growth percentiles on the CMAS ELA assessment. All students have shown a slight increase from 2019 (36) to 2022 (44.5) then a decrease in 2023 (36). The results are still below the state expectations of 50 MGP over the period shown.



Trend Direction: Increasing

Performance Indicator Target: Academic Growth

Academic Growth (Status): Over the last three years (2019, 2022, 2023) there has been a slight increase in 6-8 grade students' growth percentiles on the CMAS Math assessment. All students have shown a slight increase from 2019 (35) to 2022 (37.5) and another slight increase to 2023 (38). The results are still well below the state expectations of 50 MGP over the period shown.



Trend Direction: Increasing

Performance Indicator Target: Student Behavior

Student behavior: Over the last three years (2021, 2022, 2023), office discipline referrals have increased. In 2021, Risley had 67 office referrals (hybrid and online), then increased to 365 in 2022 and 663 in 2023.



Trend Direction: Increasing

Performance Indicator Target: Student Behavior

Student Engagement: Over the last three years, overall out-of-school suspension rates have increased from 2021 to 2023. In 2021 there were 19 out-of-school suspensions (hybrid/online) with an increase in out-of-school suspensions to 68 in 2022 and 232 in 2023.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Structured and Consistent Learning Environment

Historically, there have been gaps in all adults holding themselves, each other, and all students accountable due to inexperience or lack of investment. There has also been a lack of consistency and follow-up from administrators when new systems are rolled out and not all teachers are observed, given feedback, coached on these systems, and followed up with. Not all staff members understand the “why” behind these systems and therefore, don’t see the importance of consistently implementing these systems. There have also been frequent changes within the school which include changes in staff, schedules, classroom locations, and systems, which has caused the school to change systems multiple times, and not all new systems have been rolled out in a meaningful manner.

Area of Focus: School/District Culture



Root Cause: Inconsistent Coaching and Accountability

Administration has been inconsistent in coaching teachers, observing implementation/instruction, providing feedback, and holding staff accountable.



Root Cause: Lack of Student Accountability

Some staff are unsure how to respond to lack of compliance and therefore don’t hold students accountable.



Root Cause: Staff Turnover

Multiple new staff members are hired each year, causing the team to start from scratch.

Priority Performance Challenge: Instructional Practices

Classroom walkthroughs show evidence of teachers using district curriculum on a consistent basis, however, the material being taught is not consistently rigorous and/or engaging. Many students are not performing at grade level, therefore, many teachers modify assignments in a manner that does not require students to meet the level of current grade-level standards. Risley has a significant number of teachers who are brand new and learning how to teach for the first time, causing a large focus to be on compliance with student behaviors and following lessons. Time is built in for PLC’s and coaching, however, due to a



large number of teacher absences requiring in-house coverage and needs to respond to student behaviors, much of the scheduled PLC time is not used for facilitated planning or coaching sessions.

Area of Focus: Other achievement



Root Cause: Inconsistent Coaching and Accountability

Administration has been inconsistent in coaching teachers, observing implementation/instruction, providing feedback, and holding staff accountable.



Root Cause: Staff Turnover

Multiple new staff members are hired each year, causing the team to start from scratch.



Root Cause: Tier I Instruction

Instruction does not consistently align with the rigor of grade level standards or assessments to support student achievement and growth.

Priority Performance Challenge: Engagement

Student attendance was near 80% each month of the year and attendance for afterschool events and clubs was minimal. Families who were involved in the school were involved mostly because of behavior or attendance concerns, and not necessarily as a partner with the school. Families who were more actively involved as a partner in their student's education resulted in more success for the student academically and behaviorally. Community engagement was minimal on a regular basis and community supports were not frequently utilized to offer support or opportunities to students and/or families. Teachers plan lessons based on the curriculum, however, many teachers prioritize compliance over engagement and students quickly become disconnected from learning. There is not a clear connection between what students are learning and why that learning is important. Opportunities offered for students to be engaged beyond the regular school day are not inclusive for all students or do not provide opportunities for students to find their passion or connection to the school and community. Family engagement activities are planned more for compliance with meeting requirements than to actually engage with families in a manner that connects them to student success. School staff does not always engage with each other or activities in a manner that is productive, solution-oriented, and focused. School leaders do not always make expectations clear or provide teachers with information that makes the work meaningful and valuable enough for staff to follow through with. Students are not always provided with the support (and challenges - see Hammond) they need to be successful. School staff is not always willing to do whatever it takes to ensure that students are engaged and successful.



Area of Focus: Student Engagement (e.g. attendance, mobility, chronic absenteeism)



Root Cause: Lack of Opportunities

The school has not yet provided a variety of ways that families and the community can become involved in the school and their student's learning.



Root Cause: Lack of Engagement Expectations

Clear expectations for engagement have not been set by the administration or followed through with coaching, PD, and support.

Root Cause Category: Student engagement systems



Root Cause: Desire for compliance

Staff don't recognize the difference between engagement and compliance and value quiet over active participation

Magnitude of Performance Challenges and Rationale for Selection:



Priority Performance Challenges:

After analyzing our data, it is clear that we are not setting our students up for success in future years. We did not meet state expectations for academic achievement in Math, ELA, or Science, in any of our subgroups (English Learners, Free/Reduced-Price Lunch Eligible, Minority Students, and Students with Disabilities). The data does show that we are approaching expectations in both Math and ELA for academic growth, but this is still not sufficient for Risley. We need to fix these issues immediately because our students deserve better and are capable. We have a high number of students in each sub group, English Language Learners, Free/Reduced-Prince Lunch Eligible, Minority Students, and Students with Disabilities. None of these students are meeting expectations in any area. That is not acceptable. We believe that by focusing on these performance challenge areas and bringing our data out of the red of "does not meet," we will be setting our students up to succeed in the future. Our students deserve to be held to learn in a structured and consistent environment, have rigorous, grade-level, and engaging instruction, receive the individual support they need to exceed state expectations and be engaged with the school community.

Magnitude of Root Causes and Rationale for Selection:



Root causes were identified by using the SPF, CMAS data, School Readiness Assessment, and school-based data. This provided us with a comprehensive picture of the school and its needs. It was very evident that the school is struggling with low achievement in ELA and Math as well as culture and engagement. Although Risley is making some growth, the academic achievement is not being increased, therefore Risley is not able to reach the district and state expectations. There was a confirmation that we needed to improve teachers' knowledge and skills to deliver the CCSS aligned curriculum, increase student interaction and engagement with the content and the teachers, and finally, ensure tasks require students to practice the rigorous demands of grade-level standards. ESSA provides us with an important vision to remember that Risley is identified for support and improvement due to academic achievement being in the lowest 5% of Title I Schools.

The UIP process unveiled that the leadership team was unable to follow through with the completion of some aspects of the action steps associated with the plan. Therefore, implementation stagnated and was not executed at the level necessary for school improvement. Risley is dedicated to making the improvements necessary to support student achievement and engagement. In doing this we should see that there are areas of teacher planning for instruction using CCSS, a climate/culture that sets high expectations for staff and student learning, and classrooms that promote a positive, responsive student-centered environment.

In order to accomplish the improvements necessary to support student achievement, we need to provide teachers with professional development that supports their knowledge of the CCSS and develop their pedagogy around Rigor in Mathematical practices and Foundational skills. This work can be reinforced in their daily PLC practice. We need to refine and solidify the teachers' craft of how to deliver a high-quality lesson that includes modeling, guided practice, corrective feedback, and active monitoring. Teachers need to continuously monitor student work and provide in-the-moment changes and interventions so students are able to succeed with the skills they need. Risley will need to support teachers during PLCs with refining a process for data dis-aggregation and utilization of formative and summative assessment data to make instructional changes. Leadership, coaches, and external coaches will need to provide teachers with targeted actionable next steps for instruction during observations and feedback. The feedback needs to be manageable and bite-sized so teachers can implement the steps easily and efficiently.

Culture and Climate is an area that Risley has been focused on over the last few years; the data is showing us that office referrals and out-of-school suspension rates are increasing. There is a lot of work that still needs to be done around the areas of building relationships, positive culture, consistent expectations, and a proactive system for T2 and T3 student behaviors. As with instructional practices, teachers need to be trained and provided the resources and knowledge to support students with behavioral needs as well as to set up clear expectations ahead of time. Risley staff needs to foster relationships with students, parents, and the community; this goes hand in hand with supporting the instructional needs of the school.

Action Plans

Planning Form



Create a Structured and Consistent Learning Environment

What will success look like: Student safety and accountability are created through a structured learning environment with consistent routines, procedures, and systems, where all adults respectfully hold each other and each student accountable for adherence to those agreed-upon routines, procedures, and systems. Clear systems are

consistently adhered to by all adults, creating the environment we need for students to thrive academically. The administration holds themselves and each other accountable for modeling and conveying high expectations for ourselves, each other, and our students. All staff members respectfully hold themselves and each other accountable to school expectations and agreed-upon best practices for our students. As a staff, we believe that every moment matters with students, including academics, culture, family, and community so we purposefully create moments to ensure students have the best possible experience as a Risley Bear. All members of the Risley community feel loved for, cared for, valued, and believed in. Finally, Admin and staff hold high expectations of themselves for engagement, professional learning, and use of embedded systems. Our priority is to ensure all teachers deeply internalize all the school-wide agreed-upon systems, understand WHY systems and structure are crucial to student achievement, use each system with fidelity, and receive coaching feedback if or when a system shows gaps.

Describe the research/evidence base supporting the strategy and why it is a good fit: The article, "A Framework for Building Safe and Effective School Environments: Positive Behavioral Interventions and Supports," written by Robert H. Horner and Manuel Monzalve Macaya, discusses the importance of creating a positive, proactive, predictive, and consistent learning environment for students. The article states, "Building safe and disciplined school environments is equally as important as selection and delivery of effective curricula and use of evidence-based instructional practices." Throughout the article, punishment and the removal of students are shown to be ineffective in preventing future behavior concerns or in students learning from those behaviors. Instead, the article recommends teaching desired behaviors, monitoring those behaviors, and supporting those who may not yet be proficient at expected skills. Focusing on creating a structured and consistent learning environment will help to teach desired behaviors and hold students and staff accountable for meeting expectations. Common routines and procedures will be created, taught, monitored, and coached. This will also help our students to understand daily expectations so they can shift their focus to instruction.

Strategy Category: School or District Climate and Culture

Associated Root Causes:



Inconsistent Coaching and Accountability:

Administration has been inconsistent in coaching teachers, observing implementation/instruction, providing feedback, and holding staff accountable.



Staff Turnover:

Multiple new staff members are hired each year, causing the team to start from scratch.



Lack of Student Accountability:

Some staff are unsure how to respond to lack of compliance and therefore don't hold students accountable.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps Associated with MIS					
Name	Description	Start/End Date	Resource	Key Personnel	Status



Ensure all students receive rigorous, grade-level, engaging instruction.

What will success look like: School leaders and coaches spend time: -Monitoring teacher mindsets to support when challenges arise -Planning and internalizing curriculum and lessons with teachers. New teachers have a clear structure for internalizing and planning their lessons while veteran teachers spend time deeply internalizing curriculum and assessment. -Supporting teacher actions both in lesson facilitation and in relationship building and creating the systems and structures that set a foundation for learning. This happens through ongoing coaching and feedback cycles. -Monitoring student experiences through observation, individual conversations with students, and gathering student feedback as needed and appropriate. A shared understanding of the Purpose Statement and Core Values has been established and a shift to rigorous, grade-level, and engaging instruction is supported. Leaders and coaches are not pulled away from the day-to-day coaching, planning, and observations by gaps in student culture. Student achievement is moved forward, and leaders and coaches prioritize teacher coaching and support, and use this as a key equity lever. The school leadership team prioritizes the work of coaching teachers to provide students with engaging, rigorous instruction. Teachers recognize the value of PLCs, lesson internalization, deep planning, how to use formative assessment data to inform instruction, and create classrooms where learning happens daily and students show academic growth as measured by: NWEA, student feedback, and, ultimately, CMAS.

Describe the research/evidence base supporting the strategy and why it is a good fit: "Engagement, Alignment, and Rigor as Vital Signs of High-Quality Instruction: A Classroom Visit Protocol for Instructional Improvement and Research," written by Diane Early, Ronald Rogge, and Edward Deci investigates the importance of engagement, alignment (to grade-level standards), and rigor as a vital sign of high-quality instruction, leading to student learning. It also discusses the importance of frequent classroom observations with feedback and coaching. Ensuring that all students receive rigorous, grade-level, engaging instruction is necessary for Risley. Current school data shows that students are not performing at grade-level and classroom observations have shown a lack of consistent rigorous, grade-level, engaging lessons in any content area. Many Risley teachers are new to teaching and need additional support in lesson planning and understanding instructional strategies and standards.

Strategy Category: Research-based Instructional Practices

Associated Root Causes:

Staff Turnover:



Multiple new staff members are hired each year, causing the team to start from scratch.



Desire for compliance:

Staff don't recognize the difference between engagement and compliance and value quiet over active participation



Inconsistent Coaching and Accountability:

Administration has been inconsistent in coaching teachers, observing implementation/instruction, providing feedback, and holding staff accountable.



Tier I Instruction:

Instruction does not consistently align with the rigor of grade level standards or assessments to support student achievement and growth.



Lack of Engagement Expectations:

Clear expectations for engagement have not been set by the administration or followed through with coaching, PD, and support.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Create a culture of Engagement and Growth

What will success look like: Students attend school regularly and are actively engaged in their learning, the community, and their success. Families attend school events that are positive and productive and families feel more connected to their student's success as well as prepared to support their student as a partner with the school. This results in students being more successful academically and behaviorally. The community and school partner together to ensure support for families and

students and all stakeholders work together to do what's best for each student. Teachers plan lessons that are meaningful and engaging and at a level that challenges students and allows students to be involved in their learning. Classrooms are full of happy students who are engaged in their learning and proud of the work they are doing as well as teachers who act as facilitators to guide student learning and create a culture of growth. Many opportunities are offered for students to engage outside of the classroom setting in ways that allow students to find their passion and make connections to the school, peers, and community. Families have many opportunities to engage with the school and their student's success and the school supports families in this work. School staff works together in a manner that is productive, solution-oriented, and focused on ensuring the success of each student. Expectations are clear and leadership guides teachers in work that is meaningful as well as holds them accountable to this work. Students are provided individualized support based on individual needs and challenged in a manner that allows them to be successful. School staff always does what is best for students, no matter what it takes. School staff also engages in genuine and meaningful relationship building, including staff to students, staff to staff, and staff to leaders beyond PD, PLCs, meetings, etc which provides opportunities for modeling how to support and take care of each other, resulting in higher staff retention and happier staff.

Describe the research/evidence base supporting the strategy and why it is a good fit: The article, "Student Engagement in Instructional Activity: Patterns in the Elementary, Middle, and High School Years," written by Helen M. Marks, discusses the importance of student engagement in the classroom and school and states that, "Engagement in the classroom leads to achievement... Students who are engaged with school are more likely to learn, to find the experience rewarding, to graduate, and to pursue higher education." It also discusses that engagement with school has become harder and harder and therefore, schools need to become more intentional. As evidenced by Risley's low attendance data, students are not consistently coming to school. There is also a low number of students, families, and community members participating in after-school events. Many of Risley's students come from low-income families and need to have a safe place to go where they feel they can succeed and have a loving, caring environment where they belong.

Strategy Category: Continuous Improvement

Associated Root Causes:



Desire for compliance:

Staff don't recognize the difference between engagement and compliance and value quiet over active participation



Lack of Opportunities:

The school has not yet provided a variety of ways that families and the community can become involved in the school and their student's learning.



Lack of Engagement Expectations:

Clear expectations for engagement have not been set by the administration or followed through with coaching, PD, and support.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel		Status
Action Steps Associated with MIS					
Name	Description	Start/End Date	Resource	Key Personnel	Status

School Target Setting



Priority Performance Challenge : Structured and Consistent Learning Environment



PERFORMANCE INDICATOR: Student Behavior

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2023-2024: Behavior referrals will decrease by 10% or more as compared to the previous school year.

2024-2025: Behavior referrals will decrease by 10% or more as compared to the previous school year.

INTERIM MEASURES FOR 2023-2024: Behavior referrals will decrease, month to month as evidenced by infinite campus data reports.



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2023-2024: Instructional coaching touchpoints will increase to reflect at least bi-monthly coaching touchpoints with all teachers.

2024-2025: Instructional coaching touchpoints will increase to reflect at least weekly coaching touchpoints with all teachers.

INTERIM MEASURES FOR 2023-2024: Coaching touchpoint data will be reviewed and tracked weekly to ensure that each teacher is receiving at least one coaching touchpoint every other week.



Priority Performance Challenge : Instructional Practices



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2023-2024: All students and all subgroups will reach a mean scale score of 740.1 or higher on the ELA CMAS assessment, bringing Risley into the "Meets" category.

2024-2025: All students and all subgroups will reach a mean scale score of 740.1 or higher on the ELA CMAS assessment, bringing Risley into the "Meets" category.

INTERIM MEASURES FOR 2023-2024: The number of students who meet or exceed grade-level RIT on NWEA during the mid-year assessment will increase to at least 50% of students.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: All students and all subgroups will reach a mean scale score of 731.2 or higher on the Math CMAS assessment, bringing Risley into the "Meets" category.

2024-2025: All students and all subgroups will reach a mean scale score of 731.2 or higher on the Math CMAS assessment, bringing Risley into the "Meets" category.

INTERIM MEASURES FOR 2023-2024: The number of students who meet or exceed grade-level RIT on NWEA during the mid-year assessment will increase to at least 50% of students.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: The MGP for all students and all subgroups will meet or exceed the 60th percentile in Math.

2024-2025: The MGP for all students and all subgroups will meet or exceed the 60th percentile in Math.

INTERIM MEASURES FOR 2023-2024: The number of students who meet or exceed their personal growth goal on NWEA during the mid-year assessment will increase to at least 55% of students.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2023-2024: The MGP for all students and all subgroups will meet or exceed the 60th percentile in ELA.

2024-2025: The MGP for all students and all subgroups will meet or exceed the 60th percentile in ELA.

INTERIM MEASURES FOR 2023-2024: The number of students who meet or exceed their personal growth goal on NWEA during the mid-year assessment will increase to at least 55% of students.



Priority Performance Challenge : Engagement



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Attendance

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Maintain average daily attendance of 95%

2024-2025: Maintain average daily attendance of 95%

INTERIM MEASURES FOR 2023-2024: Monthly average daily attendance will increase to 95% or above.