



Colorado's Unified Improvement Plan for Schools

Park View Elementary School UIP 2023-24 | School: Park View Elementary School | District: Pueblo City 60 | Org ID: 2690 | School ID: 6770 |

Framework: Priority Improvement Plan | Draft UIP

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Executive Summary



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• Tier 1 Instruction- Math

• Minimal Challenge and Rigor- Math



Major Improvement Strategies



• Improve Tier 1 Instruction

• Increase Challenge and Rigor



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

Improvement Plan Information

Additional Information about the school

Our school is located on the lower eastside of Pueblo where we serve scholars in grades K-5. We are a No Excuse University school where our motto is "College, it is not just a dream, it is the PLAN." We have approximately 316 scholars and our focus is sound, Tier I instruction with a "flooding and intervention" portion of the day used to focus on catching up and accelerating our scholars learning ability. We have been a performance school and currently did not meet our expectations with our School Performance Frameworks. We will not allow this set back keep us from improving our instruction as we partner with 2Parnter for math content and use best practices with includes immediate feedback to our teachers to improve our Tier I instruction.

School Contact Information

Name: Floyd Gallegos Mailing Street: 1327 E 9th St. Phone:(719) 549-7591

Title: Principal Mailing City / State/ Zip Code: Pueblo CO 81001 Email: floyd.gallegos@pueblocityschools.us Name: Carmen Perez Mailing Street: 1327 E 9th St. Phone:(719) 595-4211 Title: Counselor Mailing City / State/ Zip Code: Pueblo CO 81001 Email: carmen.perez@pueblocityschools.us

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Park View Elementary is a K-5 Title I school and currently has approximately 320 students enrolled. Our school is located on the lower east side of Pueblo, in a community with high mobility rates as well as high poverty. Our student population is high risk, low income and based on the previous school year, we had 94.85% free and reduced lunch eligible students. Of our students, approximately 75% are Hispanic, 6% Other Minorities, 19% Caucasian. Several of our students come from homes in which parents speak Spanish as their first language as 10% of our population are identified as ELL, as well as a number of students, approximately 3% who have no permanent residence and are identified as homeless under the McKinney Vento Act, or Title IXA. This is a drastic decrease from years past.

Park View worked collaboratively with all stakeholders concerning student achievement. We utilized teacher leaders through the Building Leadership Team (BLT), grade level and content level Professional Learning Communities (PLCs) and a School Accountability Committee, with parental input, to analyze data and investigate trends regarding academic achievement. After reviewing disaggregated data the group met throughout the year to formulate major improvement strategies, and associated action steps. The data reviewed was CMAS ELA/Math (grades 3-5) and CMAS and Science (grade 5) data for the past two years, Istation, for both math and reading and classroom assessments related to academic performance trends. We met with fidelity to ensure that all disaggregated data was viewed and our focus was to ensure we met all of our students individual educational needs through instruction. From this work, Priority Performance Challenges were identified and Park View narrowed the focus by determining the root causes. As a district the leadership team and groups of principals met to provide feedback on UIP plan with specific strategies to address the targets of each UIP sub group. Major improvement strategies and aligned action steps were then created by the team and written into the Unified Improvement plan to target the Root Cause and eliminate them. The team then prioritized academic needs specific to our school. For the 23/24 year, we will focus on two Major Improvement Strategies.

According to the reported information, there is not an adequate number of students to report out disaggregated data from Non-FRL, Non-Minority, and IEP Students.

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).

Unfortunately, we did not meet the state average in achievement as well as growth this past 2022-2023 school year. We will continue to focus on improving our Tier I instruction by Increasing our explicit instruction with an emphasis on application of skills and repeated practice. Students will make adequate growth in all subject areas. Best practices will be implemented in every classroom, with the implementation of Coaches and Intervention groups with fidelity. Professional development will be provided to teachers to enhance their teaching, and will be measured by student achievement and classroom walk-through observations.

Instruction will be heavily data driven which will be proven through PLC meeting notes and Intervention groups implemented with fidelity and with appropriate strategies and materials

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

We will continue to provide our staff with best practices through professional development as well as continue to work with our 2Partner Math consultant. We will also continue with our walk-throughs, my Instructional Coach and I will give immediate feedback on our teacher's instructional practices. We will embed our flooding block in which all staff will push into the classrooms to work with small groups based on their ability level. During our PLCs we will alternate weeks with our focus being ELA one week and Math the next. Our data will drive our instruction and we will reteach the skill or concept after using our exit tickets to view misconceptions our scholars are making.

Current Performance

• Park View failed to meet targets for achievement with a 35.9%, our rating for growth was approaching with a 43.2%, we did meet the participation rating with a 95%. Unfortunately our 40.3/100 points has us at a Priority Improvement Plan category with our school performance frameworks. We are petitioning this rating as we have very strong primary academic achievement according to our Istation assessment tool. Hopefully, with consideration from CDE we will move up to the Improvement Plan category based on our primary assessment data. In order to continue to close the gap, our growth needs to continue to exceed the average of 50th percentile, and we need to set targets even higher. We need to improve our achievement in all academic areas as well. There is a clear sense of urgency to increase our scores and growth percentiles to raise back up to Performance with our SPF. Our ESS students are under performing in both ELA and Math achievement Our ESL/ELL students are a subgroups in both ELA as well as math achievement that exceeded in the state ratings. Our ELA trend show that we While all sub groups exceeded growth in math, we did not have any sub groups make appropriate growth in ELA, but we are approaching. Our ELL did demonstrate being on track to proficiency.

Going forward, we will implement more state approved interventions to address our SRD needs, include a school-wide flooding time, and will provide additional support for teachers through Instructional Coaching, observation/feedback, etc. As we progress monitor, we will make data driven decisions in regard to instruction, intervention and supports needed through our weekly data meetings. For math, we have professional development though Two Partners that we will attend and implement strategies from including Number Talks as well as mini-lessons and small group best practices. A schedule will be developed to include a minimum of 60 min direct math instruction, 10-15 min for Number Talks, and intervention time may be used for reading or math as needed.

A study of course-taking patterns indicates students of all disaggregated groups take courses of similar challenge throughout the school and there are no discrepancies of note that require further action. We currently met or exceeded the 95% participation rate in all assessments.

Trend Analysis



Trend Direction: Decreasing Performance Indicator Target: Academic Achievement (Status)

Our third grade students on CMAS ELA increased from 9% to 13% meets or exceeds expectations from 2021 to 202 data (11% in 19-20). for the year 2022-2023 our students improved on CMAS ELA to 22%. This is still below the state (40%) and equaled district (22%) average. Fourth grade ELA indicated an decreasing trend over the past 3 years moving from 30%-19%-10% meets or exceeds expectations from 2019-2023. This is below state (44%) and district (24%) averages. Fifth grade data on ELA remained consisted ranging from 25% in (2019), decreasing to 14% (2021), and increasing to 20% (2021-2022), and decreasing to 14% (2023-(2023). We were well below state (48%) and district (30%) averages. As a school, third through fifth grade on ELA CMAS, we were rated as Did Not Meet, for students meeting or exceeding expectations. Our data reflects inconsistent trends in each grade level. This indicates need for improvement in all grade levels in ELA.



Trend Direction: Increasing then decreasing Performance Indicator Target: Academic Achievement (Status)

Our third grade students for Math CMAS is as follows: 2018 we were at 17%, 2019 we declined to 8% and 2022 increased to 16%, 2023 there was an increase to 32%. This is below the state (40%) and above the district (23%) average. Fourth grade Math indicated that we have inconsistent spiral data as follows: 2018 we are at a 9%, 2019 we were at 12% in 2021 we scored a 0% but increased to 17% in 2022 and the decreasing to 8% in 2023 of students meeting or exceeding expectations. This is below the state (33%) and district (19%) averages. Fifth grade data indicated that in 2018 we scored 9%, in 2019 we increased to 23% and in 2022 we scored 16% and in 2023 we scored 11% of our students meeting or exceeding expectations. This is below the state (36%) and district (22%). As a school average, third through fifth grade on Math CMAS, we received a rating of Did Not Meet. Our trends are unstable, with slight increases and decreases of students meeting or exceeding expectations. While the trend was unstable, it was not significant to consider notable.



Trend Direction: Stable then decreasing Performance Indicator Target: Academic Growth

When looking at growth from the reported CMAS ELA, overall we increased slightly from 2016 we were at 46% MGP, 2017, we decreased to 35.5%, 2018 we increased to 55.1% and 2019 we decreased to 43.1% and in 2022 we increased to 55%. Unfortunately in 2023 we decreased to 40.3% As a school we were rated Approaching on growth on ELA CMAS.



Trend Direction: Increasing Performance Indicator Target: Academic Growth

When looking at growth for CMAS Math, overall we increased from 35-53-55 MGP from 2016-2019. Fourth grade went from 42-31.5-67 MGP, and 5th grade went from 30-12-43.5 indicating an increase. Overall we have increased in our growth in math. As a school we were rated Exceeds on growth on Math CMAS. While this has been a notable jump, without sustaining, we would not consider it a notable trend.



Trend Direction: Stable then decreasing Performance Indicator Target: Academic Growth

When looking at DIBELS trends, for the 2017-2018 school year overall K-5 we decreased from above average progress to average or expected progress in At or Above Benchmark. (15/16- Average 16/17- Above Average). We increased the students who achieved At or Above Benchmark from 41% to 59%- Expected or Average Progress (green) (15/16 46-59% 16/17 43-65% Greens). Second, and 5th grade made expected progress, 4th grade More than expected, and the rest less than expected progress. This was measured using the DIBELS Next progress monitoring tool. In 2021-2022 we implemented Istation as our assessment tool for ELA /Math so we are unable to compare previous years data but our Istation ELA we scored an overall 40.6% in levels 3-5, which equates to our scholars meeting or exceeding rate. In math our Istation data we scored an overall 38.6% in levels 3-5 where our scholars are approaching rate.



Trend Direction: Increasing Performance Indicator Target: English Language Development and Attainment

When looking at WIDA ACCESS scores, our English Language Development students have continued to increase their growth over the past three years. In the school year 15/16 the average growth was 45.4% and in the 16/17 school year the average growth was 64.1% and the average growth for 18/19 was 64.3%. While our ELL students have shown growth on WIDA ACCESS, this year our ELL academic growth data was where we showed the most growth. In ELA our ELL students had a 52% MGP and in math the scored a 57% MGP for the 2017/18 data in which they met in both categories in CMAS. In our 2022-2023 ELA and Math exceeded with an 80%.



Trend Direction: Increasing Performance Indicator Target: Student Engagement We have had fairly consistently low participation in Title I Parent activities. Our largest turnout is for this year was our Math/Halloween Night, where families are invited to attend and engage in math games with either a treat or prize upon completion o math task. Based on the number of surveys completed for the 17/18 school year Title I Parent Involvement activities there were 29 participants at Open House as compared to 78 for the 18/19 school year, 45 at Zoo night for 17/18 and 68 for 18/19 school year, 73 at Math Night in 17/18 and 79 in 18/19, for a total of 225 participants for 3 events. The steps to support our family engagement include but are not limited to: Incentives for participation, more opportunities to volunteer, more activities offered and at varied times to accommodate all schedules, we communicate via weekly phone calls, monthly newsletters, and event fliers. We have monthly assemblies recognizing Cub of the Month, and Semester awards recognizing academic achievement, to which parents are invited. We meet monthly/bi-monthly with our family engagement committee and parents are invited to attend. In the future, we will plan the year in advance for family engagement and add to our school handbook the dates and events. This school year (2022), we held our Back to School/NEU Tailgate Title I event and had 91 families sign up and had 82 surveys completed. This school year (2023), we have held our NEU Back to School/Tailgate Title I event and had 87 families sign up and had 82 surveys completed our Zoo Family Night with 60 surveys completed.



Trend Direction: Decreasing

Performance Indicator Target: Disaggregated Achievement

Trends for disaggregated achievement data is unavailable for our IEP Students on CMAS assessments. DIBELS Next data will be utilized to determine trends for our IEP students in reading. Since then we have implemented Istation as our assessment tool. As a school, we decreased the number of Well Below Benchmark (red) students who were identified ESS by 10% from BOY to EOY in the 2017-2018 school year (16% 15/16, 17% 16-17). As a school, we increased the number of At or Above Benchmark (green) students who were identified ESS by 11% from BOY to EOY for the 2017-2018 school year (11% 15/16, 12% 16/17). As a district we moved to Istation as our assessment tool and our 2021-2022 IEP data indicates that have 0% of our scholars scored at a level of 3-5 for ELA. In math our scholars also scored a 0% in having scholars in levels 3-5.

Trend Direction: Decreasing Performance Indicator Target: Student Behavior

We have seen a decreasing trend in Behavior incidents since the 16/17 school year. In 14/15 school year, there were 277 events, 15/16 school year, we decreased the number of events to 269, 16/17 school year had 339 events, and in the 2017-2018 school year, there were 206 events. We will continue to implement PBIS with fidelity, as well as No Excuses, Love and Logic, etc. to work to decrease again for the 2020/21 school year. Due to COVID and time out of in person school we had 47 events and in 2021-2022 we had 110 events. In 2022-2023 we had 98 events.

Additional Trend Information:

While we have seen growth in several areas, we will not mark them as notable until they can be sustained for a period of 2-3 years. Behavior has decreased, and parent involvement has increased. Unfortunately due to COVID our 2021 CMAS results are not where we would like it to be. Our third grade fifth grade were administered the ELA assessments and our fourth grade was administered the math assessment.

3rd Grade ELA-9 % met or exceeded the state standard-84% participation4th Grade Math-0% met or exceeded the state standard-78% participation.5th Grade ELA-14% met or exceeded the state standard-72% participation

We did not meet any of the state requirements but will take into consideration the effect of COVID that did not allow us to have face to face instruction.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: ELA

Increase academic achievement with our Tier 1 by focusing on the rigor of our instruction, which will reduce the number of scholars needing intensive intervention.



Root Cause: Tier 1 Instruction- ELA

An inadequate level of Tier 1 explicit instruction with an emphasis on application of skill and repeated practice as it pertains ELA, inadequate intervention for all levels, and instruction pertaining to vocabulary, fluency, comprehension, etc. Instruction is not heavily Data Driven.



Root Cause: Minimal Challenge and Rigor- ELA

Instruction does not meet expectations for differentiation, depth, repetition and rigor. This compounds the weak foundation in literacy and writing. This pertains to our ESS and ELL students as well. Our standards have changed, and our teachers lack a deeper knowledge of instructional practices to prepare students at deeper levels.



Root Cause: Staff Turnover- ELA

Teacher turnover has been minimal, and new teachers are inexperienced with teaching the necessary components of Reading, Writing or ELA with our curriculum. The levels of training at each level varies greatly, and some staff are trained in specific programs, while others are not.

Priority Performance Challenge: Math



For the 2022 CMAS testing our students exceeded state and district expectations for growth in math (95 MGP) and approaching in ELA. In 2022 our academic achievement in grade levels for Math we did not meet and in ELA were moved to approaching. Our ESS Students also fail to meet the expectations in growth and achievement.



Root Cause: Tier 1 Instruction- Math

An inadequate level of Tier 1 explicit, systematic and repetitive instruction with an emphasis on application of skill and repeated practice as it pertains to math facts, and math foundations. Instruction is not heavily Data Driven. Although we did see 95% MGP Growth our achievement was not at state or district level as we are at the approaching rating. In 2023 our achievement was not at state or district level and our growth was at approaching.

Root Cause: Minimal Challenge and Rigor- Math



Instruction does not meet expectations for differentiation, depth, repetition and rigor. This compounds the weak foundation in Math. This pertains to our ESS Students as well. Our standards have changed, and our teachers lack a deeper knowledge of instructional practices to prepare students at deeper levels and or ability level.



Root Cause: Staff Turnover- Math

Teacher turnover has been minimal the past couple of years, and new teachers are inexperienced with teaching the necessary components of Math with our district curriculum. The levels of training at each level varies greatly, and some staff are trained in specific programs, while others are not.



Priority Performance Challenge: Science

Fifth grade students fail to meet state and district expectations for achievement on Science CMAS but reached the approaching rating. Our ESS Students also fail to meet the expectations in achievement.



Root Cause: Tier 1 Instruction Science

An inadequate level of Tier 1 explicit instruction in regard to science at all grade levels. There is also an inadequate amount of time and resources allocated to teaching science.



Priority Performance Challenge: Culture/Climate

Our Culture and Climate have continues to improve toward the positive implementation of our NEU expectations including our six character traits, our teacher turnover has decreased and we continue to address the inconsistent levels of knowledge and mastery from different teachers.

Root Cause: Culture/Climate Struggles



Due to high teacher turnover, there have been inconsistent levels of knowledge and mastery between teachers. Teacher attendance is not where it needs to be, and student behavior numbers are high, creating a challenging learning environment.

Magnitude of Performance Challenges and Rationale for Selection:



After reviewing our data we determined that the following Performance challenges were our point of focus since we did not meet any of disaggregated levels of achievement for any group in ELA or math. In addition, we did not meet the median growth percentile for any group in ELA. The ELA priority challenge was selected because of the continually low performance in achievement and growth in this area. Reading is a critical component to all aspects of learning, and impacts learning in all subject areas. The magnitude of this challenge is extremely great, as if we improve our ELA achievement and growth, we are likely to see increases in other content areas as well.

The Math priority challenge was selected because of the continually low achievement in this area. Math is an area in which we struggle school wide and as a district, so need to address this challenge. The magnitude of this challenge is also extremely great, as it we continue to achieve sub-par scores in achievement in math, we will continue to see it district wide as well. This will be a focus for our school and district in the 22/23 school year. Our ELL students did not have enough as the N count was less than 16 in achievement and less that 20 in growth. We are ensuring that our CLDE teacher is given a consistent time frame in the master schedule to meet the required 45 minutes with each of her identified students.

Science was also previously selected as a priority challenge, as our achievement has been continually low, and below state and district expectations. Culture and Climate were also selected as they have a large impact on student achievement. Our teacher turnover has decreased as we only had three teachers leave us after the 2021-22 school year. We are still attempting to make progress with our inconsistent professional development for all, it has been a struggle to develop and maintain a positive culture focused on academic achievement, higher education and positive behaviors.

Magnitude of Root Causes and Rationale for Selection:



When looking at Priority Performance Challenges, we began as a staff to narrow down the reasons for our lagging scores. We can not control attendance, family involvement and support, mobility, and other external circumstances, so we began to look at what we are able to do to address these concerns. When looking at the low scores, we came to a conclusion that it begins with our Tier I instruction. Research says that repetition is key when remembering learned information, and this is not being adequately addressed. We also do not differentiate and teach to the masses. This leaves several students behind, or not challenged. Also, with new staff entering the building yearly, it is difficult to maintain consistency with instruction and with structure and systems. These root causes were developed based on our data and observations as a new administrative staff.

Additional Narrative / Conclusion

ELA Grade	16/17 At or above benchmark at EOY	17/18 At or abc benchma EOY	ove rk at	20-21 At or above benchmark at EOY	21-22 At or above benchmark EOY (May	e at ?)	
Kdg		81%		29%	31%		
First	41%	47%		47%	51%		
Second	21%	64%		50%	41%		
Third	21%	63%		37%	27%		
Fourth					49%		
Fifth					53%		
			_				
			Math G	rade		21/2	2 At or above benchmark at BOY
			Kdg			14%	
			First			24%	
			Second			29%	
			Third			36%	
			Grade			20-2	1 Well Below Benchmark at BOY

	Kdg	56%
	First	56%
	Second	63%
	Third	46%
Istation Math	2021-2022	
KDG	92%	
First	78%	
Second	24%	
Third	29%	
Fourth	33%	
Fifth	31%	

2022-2023 Istation ELA and Math EOY Data

Grade	ELA At or Above	Math At or Above
KDG	48%	65%
1st	45%	74%
2nd	42%	57%

3rd	31%	40%
4th	54%	49%
5th	37%	27%

When looking at the data for DIBELS/Istation data over the past four years, we see some inconsistencies. We have since moved to Istation as our assessment tool and our data is more in line with our CMAS results, there is a tighter correlation. The other years indicate consistent data with slight increases and decreases, of which none are notable. As we noted, we still have approximately 62% or our K-3 population who are SRD, and have a READ Plan. To address the needed requirements, those students attend intensive reading intervention groups daily, and use approved programs including i-ready, computer based Read Naturally, and Seeing Stars Linda mood Bell, SIPPS, LIPPS, as well Read Naturally. Groups are reassessed every 6 weeks if not more frequently, and are set based on skills needed and deficiencies. We are aware that it is extremely urgent to continue to work to reduce the number of SRD students.

Action Plans

Planning Form



Improve Tier 1 Instruction

What will success look like: Increase explicit instruction with an emphasis on application of skills and repeated practice. Students will make adequate growth in all subject areas. Best practices will be implemented in every classroom, with the implementation of Coaches and Intervention groups with fidelity. Professional development will be provided to teachers to enhance their teaching, and will be measured by student achievement and classroom walk-through observations. Instruction will be heavily data driven which will be proven through PLC meeting notes and Intervention groups implemented with fidelity and with appropriate strategies and materials.

Describe the research/evidence base supporting the strategy and why it is a good fit: Collaborative lesson planning including daily goals, objectives, misconceptions, and higher DOK questioning, etc. We will implement suggested improvements from Relay and CDE visits. An additional time for math instruction to address the deficiencies was incorporated into the day. Students are grouped for reading to meet specific skill needs, and approved interventions and programs are utilized. PLCs are used to analyze data, discuss specific needs, review resources, and provide support with instruction, etc. We reassess and regroup students for reading groups every six weeks. Professional development has been provided to staff for LMB strategies, how to implement Study Island effectively, Kagan strategies for

engagement, among others offered at the district level. Students on a READ plan meet the state expectations for approved interventions including iready, Study Island (3-5) and Reading Eggs (K-2), and intensive intervention groups with LMB strategies. All SRD students receive an additional 40 min per day of approved intervention. Students are grouped based on benchmark and interim DIBELS data, as well as teacher observations and feedback. Groups and data are reviewed every six weeks at minimum, and students are grouped based not only on composite, but also on sub skill deficits. Strategies are modified to meet specific student needs.

Strategy Category:

Associated Root Causes:



Tier 1 Instruction- ELA:

An inadequate level of Tier 1 explicit instruction with an emphasis on application of skill and repeated practice as it pertains ELA, inadequate intervention for all levels, and instruction pertaining to vocabulary, fluency, comprehension, etc. Instruction is not heavily Data Driven.



Tier 1 Instruction- Math:

An inadequate level of Tier 1 explicit, systematic and repetitive instruction with an emphasis on application of skill and repeated practice as it pertains to math facts, and math foundations. Instruction is not heavily Data Driven. Although we did see 95% MGP Growth our achievement was not at state or district level as we are at the approaching rating. In 2023 our achievement was not at state or district level and our growth was at approaching.



Tier 1 Instruction Science:

An inadequate level of Tier 1 explicit instruction in regard to science at all grade levels. There is also an inadequate amount of time and resources allocated to teaching science.



Staff Turnover- ELA:

Teacher turnover has been minimal, and new teachers are inexperienced with teaching the necessary components of Reading, Writing or ELA with our curriculum. The levels of training at each level varies greatly, and some staff are trained in specific programs, while others are not.

Staff Turnover- Math:



Teacher turnover has been minimal the past couple of years, and new teachers are inexperienced with teaching the necessary components of Math with our district curriculum. The levels of training at each level varies greatly, and some staff are trained in specific programs, while others are not.

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



Increase Challenge and Rigor

What will success look like: Instruction will be from bell to bell, and we will work to ensure we are challenging all students, and not just teaching to the masses. We will ensure differentiation during all instruction, and will use intervention appropriately. This will be monitored by Administration, Coaches and Interventionists and will be discussed during PLCs. Teachers will have a deeper knowledge of instructional practices that prepare students at deeper levels.

Describe the research/evidence base supporting the strategy and why it is a good fit: Instructional Coaches have provided training to teachers during PLCs on three modules from the district. This includes implementing texts with greater complexity, citing contextual evidence, and shifting thinking to application of acquired skills. Teachers are required to follow a scope and sequence from Rubicon, and lessons need to be aligned with standards. Assessments, both formative and summative will guide instruction. The district has identified high leverage standards that we will continue to address. Students on a READ plan meet the state expectations for approved interventions including iready, Study Island (3-5) and Reading Eggs (K-2), and intensive intervention groups with LMB strategies. All SRD students receive an additional 40 min per day of approved intervention. Students are grouped based on benchmark and interim DIBELS data, as well as teacher observations and feedback. Groups and data are reviewed every six weeks at minimum, and students are grouped based not only on composite, but also on sub skill deficits. Strategies are modified to meet specific student needs.

Strategy Category:

Associated Root Causes:

Minimal Challenge and Rigor- ELA:



Instruction does not meet expectations for differentiation, depth, repetition and rigor. This compounds the weak foundation in literacy and writing. This pertains to our ESS and ELL students as well. Our standards have changed, and our teachers lack a deeper knowledge of instructional practices to prepare students at deeper levels.



Minimal Challenge and Rigor- Math:

Instruction does not meet expectations for differentiation, depth, repetition and rigor. This compounds the weak foundation in Math. This pertains to our ESS Students as well. Our standards have changed, and our teachers lack a deeper knowledge of instructional practices to prepare students at deeper levels and or ability level.

Implementation Benchmarks Associated with MIS

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



Tier 1 Math Instruction

What will success look like: All core math teachers will implement Number Talks and high quality Tier 1 Math lessons aligned to 2Partners RFP objectives on a daily basis, which results in gains in student math achievement as well a median growth percentile of 60 or above for all students in Math

Describe the research/evidence base supporting the strategy and why it is a good fit: Our staff will implement Number Talks in their math lessons and teach daily. All staff members are engaged in 2Partner Professional Development throughout the school year.

Strategy Category:

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name

Description



Continuously improve, monitor and react to the student culture data

What will success look like: We will improve our culture and climate, to retain quality staff. We will also work closely with CSUP to encourage and recruit new staff. We have completed a book study on transforming school culture, and all staff are required to participate. We are also implementing No Excuses University and continue to offer positive incentives through PBIS to continue to enhance the culture. We have now shared out through our summer Book Study chapters of our Six Exceptional Systems.

Describe the research/evidence base supporting the strategy and why it is a good fit: We have sent many staff to observe the first No Excuses University school, and implement some of the strategies used to improve culture. Our PBIS incentives for positive behaviors has seemed to decrease the number of behavior referrals this year. This will greatly impact the amount of time on task in the classrooms. We were able to recruit several new teachers this year, who we expect to stay with us. We have provided more opportunities for family engagement, and have created a welcoming environment for both staff and students.

Strategy Category:

Associated Root Causes:



Culture/Climate Struggles:

Due to high teacher turnover, there have been inconsistent levels of knowledge and mastery between teachers. Teacher attendance is not where it needs to be, and student behavior numbers are high, creating a challenging learning environment.

Implementation Benchmarks Associated with MIS

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



Associated Root Causes:

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 : ELA



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL	2023-2024: Park View 3rd-5th grade scholars will move from 717.6 scale score from 2023 to 725 scale score on the 2024 ELA CMAS Assessment.
TARGETS	2024-2025: Park View 3rd-5th grade scholars will move from 725 scale score from 2024 to 730 scale score on the 2025 ELA
	CMAS Assessment.

INTERIM MEASURES FOR 2023-2024: Istation growth and achievement



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	2023-2024: Park View 3rd-5th grade scholars will move from 30 MGP from 2023 to 40 MGP on the 2024 ELA CMAS Assessment.
	2024-2025: Park View 3rd-5th grade scholars will move from 40 MGP from 2024 to 50 MGP on the 2025 ELA CMAS Assessment.

INTERIM MEASURES FOR 2023-2024: Istation growth and achievement benchmark and growth data





PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL	2023-2024: Park View 3rd-5th grade scholars will move from 723 scale score from 2023 to 728 scale score on the 2024 Math CMAS Assessment.
TARGETS	2024-2025: Park View 3rd-5th grade scholars will move from 728 scale score from 2024 to 733 scale score on the 2025 Math
	CMAS Assessment.

INTERIM MEASURES FOR 2023-2024: Istation growth and achievement data



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL 2023-2024: Park View 3rd-5th grade scholars will move from Assessment. PERFORMANCE 2024-2025: Park View 3rd-5th grade scholars will move from Assessment.	2023-2024: Park View 3rd-5th grade scholars will move from 48 MGP from 2023 to 53 MGP on the 2024 Math CMAS Assessment.
	2024-2025: Park View 3rd-5th grade scholars will move from 53 MGP from 2024 to 58 MGP on the 2025 Math CMAS Assessment.

INTERIM MEASURES FOR 2023-2024: Istatiion growth and achievement data





PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS	2023-2024: Park View 5th grade scholars will move from 9% rank in 2023 to 12% in 2024 on the Science CMAS Assessment.
	2024-2025: Park View 5th grade scholars will move from 12% rank in 2024 to 15% in 2025 on the Science CMAS Assessment.

INTERIM MEASURES FOR 2023-2024: We will use our unit tests to monitor our growth with our district curriculum.



Priority Performance Challenge : Culture/Climate