



Colorado's Unified Improvement Plan for Schools

FREMONT ELEMENTARY SCHOOL UIP 2019-20 | School: FREMONT ELEMENTARY SCHOOL | District: COLORADO SPRINGS 11 | Org ID: 1010
School ID: 3218 | Framework: Improvement 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...

ELA POWER 30 TARGETED, SKILL SPECIFIC INTERVENTION BLOCK

Description:

Students will be placed in flexible groups based on greatest area of need within the classroom. Embedded data talks will occur at least every 4 - 6 weeks. Success will be determined by increased proficiency in greatest area of need based on Dibels Next and ADB benchmarks and formative assessments.



STRENGTHEN OUR INTEGRATED EDUCATIONAL FRAMEWORK

Description:

General education and Gifted education classroom teachers in grades K - 5 will team with an additional certified teacher in order to provide tier 1 standards based instruction to all students during the core ELA block. All students will demonstrate academic growth in ELA.



MATH POWER 20 TARGETED SPECIFIC SKILL INTERVENTION BLOCK

Description:

Students will be placed in flexible groups based on greatest area of need within the classroom for a Power 20 intervention block. Embedded data talks will occur at least every 4 - 6 weeks. In the gifted magnet classrooms, students are flexibly grouped based on need between the 3rd, 4th and 5th grade teachers, including opportunities for acceleration. Success will be determined by increased proficiency in greatest area of need based on AimsWeb Plus, ADB benchmarks and formative assessments.



Then we will address...

READING INTERVENTIONS

Description:

Reading interventions were too broad and addressed too many components of reading rather than addressing the greatest area of need.



INSUFFICIENT INTEGRATED EDUCATIONAL FRAMEWORK

Description:

Our framework and structure for providing tier two intervention support outside the classroom did not provide sufficient supports for students.



Then we will change current trends for students

10% REDUCTION IN THE NUMBER OF SRD STUDENTS ON READ PLANS

Description:

At the end of the 2018-2019 school year, 49 students were identified with a significant reading deficiency.



ACADEMIC GROWTH FOR ALL STUDENTS IN MATH

Description:

Academic growth for all students in math dropped from 40 MGP in 2018 to 38 MGP in 2019.



ACADEMIC GROWTH FOR ALL STUDENTS IN ELA

Description:

Academic Growth for all students in ELA dropped from 37 MGP in 2018 to 33 MGP in 2019.



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

Improvement Plan Information

Additional Information about the school

Fremont Elementary School worked with the SWIFT (School Wide Integrated Framework for Transformation) team during the 2018-2019 school year, where our implementation team gathered data through a self assessment and an outside assessment conducted by the SWIFT team.. When we looked at the data, it was determined that Fremont's focus should be on strengthening our Multi-Tiered System of Supports, our integrated educational framework and the administrative leader team. To address these areas, Fremont's master schedule has changed dramatically to a more inclusive model where interventions are primarily done in the classroom and 1st - 5th grade classroom teachers have a co-teacher during core ELA time. Our implementation team consists of a variety of stakeholders, to include teachers, special service providers, parents, educational support personnel and administration. These members gather data/information from their group and bring feedback to team.

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Fremont Elementary celebrates its 46th anniversary this year. Since opening in 1973, Fremont has seen many changes from initially beginning as an open concept team academic model to a redesign in the past decade to accommodate an individual classroom academic model. Now in the 21st century, Fremont strives to provide an education that prepares students with strong foundations to succeed in college and career in the information age. We serve a diverse community and offer a variety of programs for the students we serve. In 2018-19, Fremont was a targeted Title 1 school for math, and this year we are school-wide Title 1. Two quality Preschool programs support strong foundations in preparing young students for success in Kindergarten and beyond. Fremont also offers a Gifted Magnet program. With regular community events including English Language Learner evenings, musical concerts, hands on science events, and an active PTA, we value community engagement and participation in school experiences and take pride in remaining a pillar in our community. Our School Performance Framework and Growth report was shared with our School Accountability Committee for feedback on next steps.

Mission: Fremont Elementary School is a safe, positive, 21st Century learning environment that fosters excellence, resourcefulness, creativity and integrity.

Vision: Our staff is committed to

- welcoming family partnerships
- ensuring physical and emotional safety
- nurturing the full potential of the whole child
- inspiring the passionate pursuit of knowledge

Fremont currently serves an enrollment of 471 students from Pre-k through Fifth grade. The average enrollment for the past 5 years is 446 students. Fremont maintained an average 91.5% attendance rate in the 2018-19 school year. The mobility incidence rate is 30% with student mobility at 26%. Our economically disadvantaged students measured by eligibility for Free or Reduced Lunch remained at 65% for the past 2 school years. English Language Learners have increased to about 11% of our overall population. Minority students represent 46% of our population. Our Gifted students comprise about 10% of our enrollment and our students with disabilities with an Individual Education Plan represent 14%.

Elementary students are scheduled into a homeroom class where all core subject areas are taught. Teachers may flexibly group students according to academic need, and some groups receive small group instruction within the grade level or across grade level. Students who are identified as performing below grade level receive supplemental small group reading or math instruction in addition to the classroom instruction. Likewise,

students who are identified as gifted and talented receive additional enrichment opportunities within or outside of the homeroom classroom. All students are scheduled to participate in specials classes such as vocal music, PE, and art. Parents may choose to have their 4th or 5th grade student participate in instrumental music instruction within the school day or after school.

The parents/guardians of all students who enroll in District 11 fill out enrollment paperwork that includes questions about the family's living situation. If parents/guardians indicate that they are living in a potentially McKinney-Vento eligible situation, an enrollment follow-up letter is given to the family to gather further information. Both the enrollment form and the follow-up letter are faxed to the Title I office for a determination of McKinney-Vento status. Schools are notified either way (eligible or not eligible).

In the event that a family becomes eligible for McKinney-Vento during the school year, school secretaries/data processors/registrar/liaisons are trained to inform parents/guardians of their right to remain at that school, regardless of where the family is currently living, with district-provided transportation, if the residence is outside the school of origin's attendance areas or in a transported zone.

Fremont's teaching and learning coach, Special Education staffing coordinator and principal worked on this USIP, and the PDF was sent to Fremont's School Accountability Committee in September, to be reviewed prior to the October 8, 2019 SAC meeting. Fremont's SAC includes parents of general education, special education, and gifted education students, 2 teachers and a community member. This USIP was then discussed at the October 8, 2019 SAC meeting and input was given by various members of the committee.

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).

Academic achievement in ELA from 2018-2019 remained in the approaching band for English learners, students eligible for free and reduced lunch, and minority students. Students with disabilities remained in the does not meet band. In math, English learners and students eligible for free and reduced lunch remained in the approaching band, while minority students moved from meets in 2018 to approaching in 2019. Students with disabilities remained in the does not meet band.

Academic growth in ELA from 2018-2019 for students eligible for free and reduced lunch moved from approaching to does not meet. Minority students remained in the does not meet in ELA. N was less than 20 for English learners and students with disabilities. For math, students eligible for free and reduced lunch remained in the approaching band, and minority students moved from approaching to does not meet.

Our embedded data talks occurred throughout the year with teachers meeting in team for half days, PLC's, during plan times and on Data Collaboration Days.

focus of these talks were guided by the 4 PLC questions: What do I want my students to know and be able to do, How will I know if they learned it? What will I do if they haven't learned it, What will I do if they already know it? Data from Dibels, pre/post assesment units of instruction, Aligned District Benchmark, CMAS, Aimsweb Plus and formative assessments were utilized. PLC structures were in place and monitored throughout the year to ensure adherence to the PLC pillars.

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

Although our major improvement strategies did not have the intended effect, we will continue to embed data talks throughout the year and monitor PLC times to ensure the 4 PLC questions remain the focus. In addition, co-teachers and support personnel will be given time to plan with core teachers either during school or after school with the expectation that these additional teachers are working directly in the classroom, alongside the classroom teacher and directly with students. This more inclusive approach will decrease the amount of transition time from the core classroom to the intervention room, for example, and will also increase the amount of support in the classroom, where the teacher and co-teacher can target specific skills and adjust groups based on those skills in a more timely manner.

Current Performance

- Fremont Elementary has been classified as Improvement Plan rating for the 2019 Colorado Department of Education School Performance Framework with a performance level which is 4.3% below the cut for a Performance Plan rating. There are significant challenges for Fremont based on both Academic Achievement and Growth performance. Areas of concern include:

- ELA Achievement for all students
- Math Achievement for Students eligible for FRL, students with disabilities, minority students and English learners.
- ELA Academic growth for all students
- Math Academic Growth for all students

Fremont faces a challenge of disrupting the trends of decreasing Academic Achievement and Growth performance levels for multiple demographic groups. The school's primary concerns in more effectively meeting the needs of economically disadvantaged students, students with disabilities and minority students, and growth for gifted and talented students.

Our correlation report for beginning of year to end of year Dibels composite scores for the 2018-19 school year for grades K-3 were distributed as follows: 

At the end of the 2018-19 school year, there were 51 Kindergarten through 3rd grade students identified as having a Significant Reading Deficiency with an action plan.

A challenge Fremont faces in the current school year is to more deliberately diagnose skill specific deficiencies for K-3 students performing in the below and respond with targeted skill specific interventions.

Galileo 2nd -5th Grade Student Growth Data				
2018-2020				
	Galileo Timeline	Average Growth	Expected Growth	Outcome
2nd Grade ELA	T1-T4	45	39	Expected Growth Maintained
3rd Grade ELA	T1-T3	38	43	Expected Growth Maintained
4th Grade ELA	T1-T3	16	32	Expected Growth Maintained
5th Grade ELA	T1-T3	60	28	Expected Growth Exceeded
2nd Grade Math	T1-T4	-12	37	Expected Growth Not Maintained
3rd Grade Math	T1-T3	40	39	Expected Growth Maintained

4 th Grade Math	T1-T3	30	27	Expected Growth Maintained
5 th Grade Math	T1-T3	3	19	Expected Growth Not Maintained

Trend Analysis



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In 2017, the achievement level in ELA for students eligible for free or reduced lunch was meets with a scale score of 740.1. In 2018, it was approaching with a scale score of 732.4, and In 2019, it was approaching with a scale score of 725.4. This trend is notable because we moved from above the 50th percentile to just above the 15th percentile. (Source: SPF/DPF)



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In 2017, academic achievement in Math for Students with Disabilities was does not meet with a scale score of 696.7. In 2018, it was does not meet with a scale score of 699.0 and in 2019 it was does not meet with a scale score of 700.9. This trend is notable because of the slight increase in scale scores over the 3 year period. (Source: SPF/DPF)



Trend Direction: Increasing then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In 2017, academic achievement in Math for English learners was approaching with a scale score of 727.4. In 2018, it was approaching with a scale score of 734.0 and in 2019 it was approaching with a scale score of 720.7. This trend is notable because of the 13.7 drop in scale score from 2018 to 2019. (Source: SPF/DPF)



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In 2017, academic achievement in ELA for minority students was approaching with a scale score of 733.9. In 2018, it was approaching with a scale score of 730.3 and in 2019 it was approaching with a scale score of 726.6. This trend is notable because the scale score remains just above the 15th percentile. (Source: SPF/DPF)



Trend Direction: Decreasing then stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In 2017, academic achievement in ELA for English learners was approaching with a scale score of 729.3. In 2018, it was approaching with a scale score of 722.9 and in 2019 it was approaching with a scale score of 723. This was a notable trend since the score declined and then stabilized. (Source: SPF/DPF)



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In 2017, the achievement level in ELA for students with disabilities was does not meet, with a scale score of 694.8. In 2018 it was does not meet, with a scale score of 695.4, and in 2019, it was does not meet with a scale score of 696. (Source: SPF) This trend is notable because of the slight increase in scale score and Fremont is no longer on the federal watch list.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In 2017, the achievement level in math for students eligible for free and reduced lunch was meets with a scale score of 737.6. In 2018 it was approaching with a scale score of 732.8. In 2019 the achievement level in math for students eligible for free and reduced lunch was approaching with a scale score of 729.9 This trend is notable because of the 8 point decline in scale scores. (Source: SPF/DPF)



Trend Direction: Increasing then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In 2017, the achievement level in math for minority students was approaching with a scale score of 731.7. In 2018, it was meets with a scale score of 734.5. In 2019, the achievement level in math for minority students was approaching with a scale score of 727.1 (Source: SPF) This trend is notable because in 2018 Fremont was a Title targeted school for math, and a new intervention was put in place.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In 2017 academic growth in math for minority students was meets with a median growth percentile of 53.0%. In 2018 academic growth for minority students in math was approaching with a median growth percentile of 41.0%. In 2019 academic growth in math for minority students was does not meet with a median growth percentile of 31.0% (Source SPF) This trend is notable because Fremont focused on academic growth for minorities in math during the 2018-2019 school year through our Title targeted plan.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In 2017 academic growth in ELA for students eligible for free and reduced lunch was approaching with a median growth percentile of 46.5% In 2018 academic growth for students eligible for free and reduced lunch was approaching in ELA with a MGP of 35.5%. In 2019, academic growth in ELA for students eligible for free and reduced lunch was does not meet with a MGP of 28.0%. This trend is notable because of the significant decline in MGP over the 3 years. (Source: SPF/DPF)



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

In 2017 academic growth in math for students eligible for free and reduced lunch was meets with a MGP of 51.5%, In 2018 it was approaching with a MGP of 37.0% and in 2019 is was approaching with a MGP of 37.0%. This trend is notable because we used a new intervention program through Title 1. (Source: SPF/DPF)



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

In 2017 academic growth in ELA for minority students was meets with a MGP of 50%, In 2018 it was does not meet with a MGP of 21.0% and in 2019 is was does not meet with a MGP of 30.5%. This trend is notable because of the large decrease, then large increase in MGP over the 3 year period. (Source: SPF/DPF)

Priority Performance Challenges and Root Causes



Priority Performance Challenge: 10% reduction in the number of SRD students on READ plans

At the end of the 2018-2019 school year, 49 students were identified with a significant reading deficiency.



Root Cause: Reading interventions

Reading interventions were too broad and addressed too many components of reading rather than addressing the greatest area of need.



Priority Performance Challenge: Academic Growth for all students in Math

Academic growth for all students in math dropped from 40 MGP in 2018 to 38 MGP in 2019.



Root Cause: Insufficient Integrated Educational Framework

Our framework and structure for providing tier two intervention support outside the classroom did not provide sufficient supports for students.



Priority Performance Challenge: Academic Growth for all students in ELA

Academic Growth for all students in ELA dropped from 37 MGP in 2018 to 33 MGP in 2019.



Root Cause: Insufficient Integrated Educational Framework

Our framework and structure for providing tier two intervention support outside the classroom did not provide sufficient supports for students.

Magnitude of Performance Challenges and Rationale for Selection:



Academic Growth in ELA and Math for all students dropped from 2018 - 2019.

- In ELA, academic growth for students eligible for free and reduced lunch went from 35.5 MGP to 28 MGP. The academic growth for all students ELA dropped from 37 MGP to 33 MGP.
- In Math, academic growth for students eligible for free and reduced lunch stayed the same from 2018 to 2019 at 37 MGP. The academic growth in Math for minority students dropped from 41 MGP in 2018 to 31 MGP in 2019.

Magnitude of Root Causes and Rationale for Selection:



Colorado Springs District 11 Root Cause Process

Fremont worked with the SWIFT (Schoolwide Integrated Framework for Transformation) consultant through the EASI (Empowering Action for School Improvement) grant starting in February of 2019 and continuing through at least December of 2019 and possibly through the spring semester of 2020. As part of this work, our implementation team, which consisted of teachers, educational support personnel, a parent, certified interventionists and administration, conducted a self assessment with the use of a Fidelity Implementation Assessment. SWIFT also conducted an outside assessment

using the Fidelity Implementation Tool. The results from the FIA and FIT were discussed among the implementation team and the SWIFT facilitator to determine areas to improve, and these results were shared with the Fremont staff. The data revealed three areas of focus to improve student growth and achievement in all grades: MTSS (Multi-Tiered System of Supports), Integrated Educational Framework and Administrative Leadership. Through the SWIFT process, staff identified the need for more support in the classroom.

The Fremont holistic diagnostic review from this process can be found at this link:

<https://drive.google.com/file/d/1zWcuZEXKmAB2fTfjinoywZ-II-GUG0u/view>

Action Plans

Planning Form



ELA Power 30 targeted, skill specific intervention block

What will success look like: Students will be placed in flexible groups based on greatest area of need within the classroom. Embedded data talks will occur at least every 4 - 6 weeks. Success will be determined by increased proficiency in greatest area of need based on Dibels Next and ADB benchmarks and formative assessments.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research shows that groups may change every 4-6 weeks based on student need/data. Data from Dibels, AimsWeb plus, formative assessments, ADB should drive instructional practices. General education, Special education and Gifted education students are regrouped based on data.



Associated Root Causes:

Reading interventions:




Reading interventions were too broad and addressed too many components of reading rather than addressing the greatest area of need.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 a0S2I00000tc6An				
 ELA Power 30	Intervention blocks	08/26/2019 05/08/2020 Weekly	teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 a052I00001mlh0W					
Beginning of year benchmark	Assess all students K-5 using Dibels Next BOY benchmarks.	08/19/2019 08/23/2019	Dibels Next benchmark probes,	teachers and TLC	In Progress
Analyze Data	Gather all Dibels Next beginning of year benchmark data by grade level. As a team, determine greatest area of need in reading for students below benchmark. Dibel down to a lower grade level if needed. For 3rd - 5th grade students who are proficient as measured by Dibels Next, analyze end of year ADB data and CMAS to determine area of need.	08/21/2019 08/23/2019	Data from Dibels Next, 2019 Q3 ADB data and 2019 CMAS data	teachers and TLC	In Progress



Form reading groups

Form skill specific targeted reading groups based on data. Grade levels will have common intervention blocks M - F. Determine which teacher will teach each group.

08/26/2019
05/08/2020

Data from Dibels, teacher created common formative assessments, ADB formative assessments

teachers and TLC In Progress



Adjusting groups

Determined criteria that will be used to adjust skill focus of the groups and regroup according to next greatest area of need and/or grade level standards.

08/26/2019
05/08/2020

Benchmark goals in all subtest areas

teachers and TLC In Progress



Progress monitoring schedule

Based on skill of each group, determine what measure will be used to progress monitor students. Intensive students will be measured weekly, strategic students will be measured twice a month.

09/02/2019
05/08/2020

Dibels Next probes, ADB formative assessments, teacher created common formative assessments.

teachers and TLC In Progress



Data meetings

Determine how often grade level teachers and interventionists will meet to analyze data. (every 4 to 6 weeks)

10/02/2019
05/08/2020

Data

teachers, TLC and principal In Progress



Strengthen our integrated educational framework

What will success look like: General education and Gifted education classroom teachers in grades K - 5 will team with an additional certified teacher in order to provide tier 1 standards based instruction to all students during the core ELA block. All students will demonstrate academic growth in ELA.

Describe the research/evidence base supporting the strategy and why it is a good fit: Having an additional certified teacher in the room allows for smaller groups and repeated exposure to tier one instruction targets. Time and support, explicit systematic instruction, flexible grouping and strong PLC structures will ensure that student data is being used to drive instruction on a regular basis.

Associated Root Causes:



Insufficient Integrated Educational Framework:

Our framework and structure for providing tier two intervention support outside the classroom did not provide sufficient supports for students.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Integrated Educational Framework	Tier 1 instructional support	09/09/2019 05/08/2020 Weekly	teachers, certified interventionists,	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Created master schedule	Created master schedule to ensure 1st - 5th grade teachers would have a certified co-teacher during core ELA block.	08/01/2019 05/20/2020	spreadsheet,	TLC, principal, teachers	In Progress
 Allocation of staff	Allocated certified staff	08/08/2019 05/20/2020	FTE, Title funds	interview committee	In Progress
 Professional Development	Provided professional development for teachers and certified interventionists around 6 co-teaching models.	08/13/2019 08/13/2019	Articles with protocols on co-teaching, powerpoint, SWIFT video	teachers, TLC, principal	In Progress



Embedded plan time

3rd - 5th grade teachers and co-teachers have embedded plan time on Fridays during planning as requested by teachers. 1st and 2nd grade teachers embed planning as needed throughout the week. To support our 3rd-5th GMP students, our Gifted and Talented resource teacher will provide support during the instructional block.

09/13/2019
05/20/2020

Grade level standards, Reading Wonders, plan books

teachers and co-teachers

In Progress



Monitor effectiveness

We will monitor effectiveness of the co-teaching model during PLC's using formative assessment, aligned district benchmark and Dibels Next and make adjustments as needed.

09/18/2019
05/20/2020

Data

teachers, TLC, principal

In Progress



Additional Professional Development

Additional Professional Development will be provided as needed

09/23/2019
05/13/2020

articles, videos, funds

Principal, TLC, outside presenter

In Progress



Math Power 20 Targeted specific skill intervention block

What will success look like: Students will be placed in flexible groups based on greatest area of need within the classroom for a Power 20 intervention block. Embed data talks will occur at least every 4 - 6 weeks. In the gifted magnet classrooms, students are flexibly grouped based on need between the 3rd, 4th and 5th grade teachers, including opportunities for acceleration. Success will be determined by increased proficiency in greatest area of need based on AimsWeb Plus, ADB benchmarks and formative assessments.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research shows that groups may change every 4-6 weeks based on student need/data. Data from AimsWeb plus, formative assessments and ADB should drive instructional practices. General education, Special education and Gifted education students are regrouped based on data.


Associated Root Causes:



Insufficient Integrated Educational Framework:

Our framework and structure for providing tier two intervention support outside the classroom did not provide sufficient supports for students.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Math Power 20	Targeted, skill specific intervention block	08/26/2019 05/08/2020 Weekly	teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Beginning of year assessment	Assess all students	08/19/2019 08/23/2019	AimsWeb Plus, teacher created assessments, Aligned District Benchmark formative assessments	teachers	In Progress
 Analyze data	Gather all math beginning of year data by grade level. As a team, determine greatest area of need in math.	08/26/2019 08/27/2019	data from AimsWeb plus, teacher created assessments and Aligned District Benchmark formative assessments	teachers	In Progress
			Data from AimsWeb Plus,		



Form groups based on the data.

08/28/2019
05/08/2020

teacher created assessments, Aligned District Benchmark Assessments

teachers, TLC

In Progress

Form math groups



Adjust groups based on next unit of instruction.

08/28/2019
05/08/2020

Pre/post formative assessments

teachers

In Progress

Adjust groups



Based on skill of each group determine what measure will be used to progress monitor students.

09/02/2019
05/08/2020

AimsWeb Plus, pre and post unit tests, Aligned District Benchmark formative assessments and Aligned District Benchmark data

teachers, TLC

In Progress

Progress monitoring schedule



Determine how often grade level teachers and interventionists will meet to analyze data (every 2-3 weeks)

09/09/2019
05/08/2020

Data

teachers, TLC, principal

In Progress

Data meetings

School Target Setting



Priority Performance Challenge : 10% reduction in the number of SRD students on READ plans



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2019-2020: A minimum of 10% of Fremont students will move off of SRD status.

2020-2021: K-3 Fremont students identified as having a significant reading deficiency will continue to decrease by a minimum of 10%.

INTERIM MEASURES FOR 2019-2020: Dibels benchmark and progress monitoring data for grades K-3.



Priority Performance Challenge : Academic Growth for all students in Math



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Increased academic growth for all students in Math.

2020-2021: Fremont students will continue to demonstrate increased academic growth in Math.

INTERIM MEASURES FOR 2019-2020: Aligned District Benchmark data, AimsWeb Plus, common formative assessments, math expressions unit assessment



Priority Performance Challenge : Academic Growth for all students in ELA



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Academic growth for all students in ELA

2020-2021: Fremont students will continue to demonstrate academic growth in ELA.

INTERIM MEASURES FOR 2019-2020: Dibels, Aligned District Benchmarks, formative assessments, Reading Wonders weekly assessments