



Colorado's Unified Improvement Plan for Schools

PALMER HIGH SCHOOL UIP 2018-19 | School: PALMER HIGH SCHOOL | District: COLORADO SPRINGS 11 | Org ID: 1010 | School ID: 6680 |
Framework: Performance Plan: Meets 95% Participation | Draft UIP

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Executive Summary

If we...

IMPROVE TIER 1 INSTRUCTION AND PLC WORK

Description:

Tier 1 instruction needs to be strengthened to meet the needs of an ever changing student body. PLCs are dedicated weekly meetings where teachers meet to analyze data and plan to meet students' needs. Good Tier 1 instruction and PLCs are connected to provide the best lessons to increase student achievement and growth. With the advent of the College Board suite of assessments, teachers will need to rebuild their curriculum to embed PSAT/SAT standards to prepare students for the April tests. These standards can be embedded into our MYP courses and Junior level core content courses.



IMPROVE SCHOOL CULTURE

Description:

Palmer already has a wonderful school culture steeped in years of academic and student life success. However, with our changing demographics and 2017 cultural shifts, we need to improve our culture for both students and staff. Our Culture and Climate Committee branched off into 4 groups: Marketing, Building and Classroom, Activities, and Recognition. The Marketing group has already launched our new logo and next steps will be to start recognizing students and staff. Our BLT has taken on staff climate with our Jensen book study, and staff is remarking on what a positive kick off to the 2018-2019 year we have had.

**Then we will address...****IMPLEMENTATION OF STRONG TIER 1 INSTRUCTION****Description:**

Our teachers lack consistency in executing the relationship building and structures it takes to face the difficult classroom challenges with students from poverty. Research indicates that relationships and consistency and structure are two key factors to support struggling students to achieve academically. Through our departments and PLCs, we need to focus on creating data driven lessons that are aligned to state and college board standards and deliver them with a structured and rigorously engaging environment. Our Building Leadership Team (BLT) has been conducting professional development based on Eric Jensen's Poor Students, Rich Teaching. Our goal is that our PD will strengthen our Tier 1 to impact each student better, while stronger Tier 1 will make Tier 2 work easier and more targeted.

**PROFESSIONAL LEARNING COMMUNITIES ADAPTING TO NEW HIGH STAKES TESTS****Description:**

With the advent of the College Board suite of assessments, teachers will need to rebuild their curriculum to embed PSAT/SAT esque standards to prepare students for the April tests. These standards can be embedded into our MYP courses and Junior level core content courses.

**SCHOOL CULTURE****Description:**

Staff lack the skills necessary to engage students who come to school with a variety of challenging situations.



ALIGNED COURSES AND GRADING PRACTICES

Description:

Palmer 9th and 10th grade MYP courses need to have more consistent curriculum, assessment, and grading practices. Students can be in the same grade level and have the same class, yet have a very different learning experience. Teachers need to have autonomy to deliver their instruction in their own style; however, their assessments and grading practices need more uniformity.

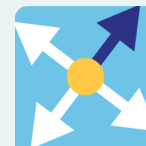


Then we will change current trends for students

PLCS AND TIER 1 INSTRUCTION IMPROVEMENT

Description:

The challenge that we face is to increase student achievement and growth on PSAT/ SAT. The way to increase achievement and growth is through good tier 1 instruction focused on the target of our standards through data driven instruction that is the focus on our content area PLCs. Our intentional building desired state and focus is to engage "all" learners.



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

Improvement Plan Information

Additional Information about the School

Our current SPF rating is Meets 95% Participation with 64.3%/ 100. Last school year, Palmer teachers collaborated and focused on our two strategies, raising our SPF 11.5 points from 52.8/100 to 64.3/100 by working purposefully in PLCs to embed College Board skills into our curriculum and deliver rigorous and focused tier 1 instruction. We increased in all three Indicators, falling short in Academic Achievement despite an increase of 3.6 points in this indicator.

As Palmer continues to adapt to our changes, we will continue to focus on the strengthening our connection of Professional Learning Communities with good Tier 1 instruction. We will continue to work hard to improve our student achievement and prepare our students for college and career and workforce readiness. We will also focus on our FRL, ELL, and Special Needs students to close the achievement gap.

School Contact Information

Name: Lara Disney

Title: Principal

Mailing Street: 301 N. Nevada

Mailing City / State/ Zip Code: Colorado Springs Colorado 80903

Phone:(719) 328-5042

Name: Dan Geiser

Mailing Street: 301 N. Nevada

Phone:(719) 328-5004

Email: lara.disney@d11.org

Title: Assistant Principal

Mailing City / State/ Zip Code: Colorado Springs Colorado 80903

Email: daniel.geiser@d11.org

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Palmer High School is located in the heart of beautiful Downtown Colorado Springs. This location benefits Palmer's students, providing them with the opportunity to experience

being a citizen in an urban environment, while getting a taste of a college like atmosphere. Instructionally, Palmer students are challenged by teachers who plan purposefully to

deliver rigorous instruction. There is a positive academic climate at Palmer. Palmer has been nationally ranked by Newsweek and US News as a top American high school.

Palmer High School has an IB/MYP/DP program, many AP classes, a nationally recognized Tutoring Center and a highly educated teaching staff. We have implemented core

MYP courses for all ninth and 10th grade students. We have AVID 9th through 12th grade Elective courses and are focused on attaining a one or higher on all eleven Essentials.

Currently, 1581 students are enrolled. We have a diverse student body with 747 white, 570 Hispanic or Latino

157 Black or African American, 23 Asian, 9 American Indian, and 8 Pacific Islander students. We have 93 special education students and 80 English Language Learners

Moreover, the schools' students are primarily from low income homes with 56.7 percent, or 898 students, of the student body eligible for free and reduced priced lunch (up from 43 percent in 2013) and a student mobility rate of 23 percent.

District 11 is conducting a pilot at one traditional high school in 2018-2019 to determine equity in course taking by disaggregated groups. This pilot will assist in the ongoing alignment of course codes used by District 11 and those used by CDE and will allow a thorough and accurate reporting of Course Taking Pattern analysis.

The following is our Mc Kinney-Vento protocol:

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/registrars/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.

Prior Year Targets

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

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target: Improve on all areas that we didn't MEET on prior SPF. Metric is all sections related to PSAT and SAT.

Performance: We still scored Approaching in Academic Achievement with 17.4/30. We did increase 3.8 pts from last year's 13.6.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target: Improve on all areas that we didn't MEET on prior SPF. Metric is all sections related to PSAT and SAT.

Performance: We reached MEETS on Academic Growth, scoring 25.7/40, an increase from last year 5.3.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target: Improve on all areas that we didn't MEET on prior SPF. Metric is all sections related to PSAT and SAT as well as Drop out rate, Matriculation, and Graduation rate.

Performance: We reached MEETS again, scoring 21.2/30, an increase of 2.6

Current Performance

- Last year, Palmer High School focused on the following two strategies:

Our strategy number 1 is to strengthen Tier 1 instruction to engage "all" learners and our interconnected Professional Learning Communities, so that we increase performance on Academic Achievement, Academic Growth, and Post-Secondary and Workforce Readiness. Our second strategy is to embed the benchmarks of the College Board suite of assessments into our MYP courses and eleventh grade courses.

Our 2017 SPF was at Improvement Plan: Low Participation, scoring 52.8/100.

Last school year, Palmer teachers collaborated and focused on our two strategies, raising our SPF 11.5 points from 52.8/100 to 64.3/100 by working purposefully in PLCs to embed College Board skills into our curriculum and deliver rigorous and focused tier 1 instruction. We increased in all three Indicators, falling short in Academic Achievement despite an increase of 3.6 points in this indicator.

ACADEMIC ACHIEVEMENT

The highlights of Palmer's Academic Achievement are that we reached **MEETS** for All students CO PSAT EBRW with a mean score of 464.3 which earned us 6/8 points. We also reached **MEETS** in All students CMAS Science. We fell short for CO PSAT Math for All students with an **Approaching** mean score of 441.4. A CO PSAT (1 year) mean of 448.4 would bring us to the 50th percentile. Despite not making the mark, we still gained points: Overall mean for CO PSAT increased by 14 points from 2017 to 2018, increasing 9.4 points EBRW and 4.6 Math. We had an overall **Approaching** score of 20.25/35.

Delving into the subcategories for Achievement, we have our work to do.

CO PSAT-EBRW English Learners had a **Does Not Meet** Rating, with a mean score of 376.9. We scored **Approaching** on CO PSAT EBRW Free/ Reduced Lunch Eligible with a mean of 436.9 and an **Approaching** on CO PSAT EBRW Minority students with a mean score of 442.5. On CO PSAT EBRW Students with Disabilities we scored a **Does Not Meet** Rating with a mean score of 359.1. In these four below **MEETS** categories, a mean of 461.1 (CO PSAT 1 year) would get us to the 50th percentile.

CO PSAT-Math subcategories include a **Does Not Meet** rating for CO PSAT-Math English learners with a mean of 384.3, which is 64.1 points below **MEETS**. For CO PSAT-Math Free/Reduced-Price Lunch Eligible, we were **Approaching** with a mean of 418.8, which is 29.3 points below **MEETS**. For CO PSAT-Math Minority students, we were **Approaching** with a mean of 421.6, which is 26.8 points below **MEETS**. For CO PSAT Math Students with Disabilities, we were **Does Not Meet** with a mean of 329.5, which is 118.9 below **MEETS**.

CMAS Science subcategories are below **MEETS** as well. English Learners had a 496.5 mean, which is **Does Not Meet**, which is 94.5 points below **MEETS**. CMAS Science Free/ Reduced Lunch Eligible is **Approaching**, with a mean of 586.8 which is 4.6 points below **MEETS**. CMAS Science Minority students had an **Approaching** with a mean of 574.7, which is 16.7 points below **MEETS**. Palmer High School had the highest scores compared to the other district high schools, but we still have our work cut out for us.

ACADEMIC GROWTH

The highlights of Palmer's Academic Growth is that we saw the best MGP numbers overall among the district's High Schools. Overall, we reached **MEETS** with

18/28 points. We scored **MEETS** for all students for both CO PSAT/SAT EBRW with an MGP of 56 and for CO PSAT/SAT Math we had a 53.5 MGP for all students.

Looking at the student groups, we scored the following:

CO PSAT/ SAT EBRW

Our English Learners scored **Approaching** with an MGP of 44.5.

Our Free/Reduced-Price Lunch Eligible scored **MEETS** with an MGP of 52.

Our Minority Students scored **MEETS** with an MGP of 51.

Our Students with Disabilities scored **Approaching** with an MGP of 46.5.

CO PSAT/ SAT Math

Our English Learners scored **MEETS** with an MGP of 52.5.

Our Free/Reduced-Price Lunch Eligible scored **MEETS** with an MGP of 52.

Our Minority Students scored **MEETS** with an MGP of 53.

Students with Disabilities scored **Does Not Meet** with an MGP of 26.

ELP

Our English Language Proficiency (ELP) scored **Does Not Meet** with an MGP of **30**.

Our On track to EL Proficiency scored **Does Not Meet** with 30%.

The prospects for improving Academic Growth for our English Language learners is good, as our ESL department plans to implement an appropriate amount of College Board skills practice into their lessons.

POSTSECONDARY AND WORKFORCE READINESS

Palmer had an overall **MEETS** for PSWR, scoring 12.75/ 18. We scored **MEETS** for All students for CO SAT EBRW with a score of 515.5. We scored **MEETS** for CO SAT Math All students with a score of 498.5. With Dropout, we scored **MEETS** for All students with 2%. For Matriculation, we scored **Approaching** for All students with 57%. While we scored **MEETS** for All students for Graduation with an 89.7%.

Looking at the student groups for each area, the breakdown is as follows:

CO SAT EBRW

Our EL scored **Does Not Meet** with a rate/score of 424.2. We need an increase 462.5 for **Approaching** and 509.2 for **MEETS**

Our Free/Reduced-Price Lunch Eligible scored **Approaching** with a rate/score of 486. We need an increase to 509.2 for **MEETS**

Our Minority Students scored **Approaching** with a rate/score of 482.7. We need an increase to 509.2 for **MEETS**

CO SAT Math

Our EL scored **Does Not Meet** with a rate/score of 428.2. We need an increase 446.5 for **Approaching** and 491.7 for **MEETS**

Our Free/Reduced-Price Lunch Eligible scored **Approaching** with a rate/score of 470.3. We need an increase to 491.7 for **MEETS**

Our Minority Students scored **Approaching** with a rate/score of 472.6. We need an increase to 491.7 for **MEETS**

Dropout

Our English Learners scored **MEETS** with a rate/score of 1.4%.

Our Free/Reduced-Price Lunch Eligible scored **MEETS** with a rate/score of 1.9%.

Our Minority Students scored **Approaching** with a rate/score of 2.1%. We need to be below 2% to reach **MEETS**

Our Students with Disabilities scored **Approaching** with a rate/score of 2.4%. We need to be below 2% to reach **MEETS**

Matriculation

2 year Higher Education Institution No Rating at 12.7%.

4 year Higher Education Institution No rating at 38.6%.

Career and Technical Education No Rating at 6%.

Graduation

Our English Learners had a rate of 6yr **MEETS** with a rate/score of 93.1%.

Our Free/Reduced-Price Lunch Eligible had a rate of 7yr **MEETS** with a rate/score of 86.5%.

Our Minority Students had a rate of 5yr **MEETS** with a rate/score of 90.3%.

Our Students with Disabilities had a rate of 7yr **Approaching** with a rate/score of 84%. We need to be below 85% to reach **MEETS**

Palmer High School teachers worked hard in PLCs and in their classrooms to implement College Board skills into lessons and prepare all students for rigorous classroom content and state assessments. Our academic growth scores were impressive and our academic achievement scores did increase. Our challenge is to continue working on College Board skill implementation through solid backwards designed lessons, using the MYP framework, AVID strategies and new tools from Jenson's book, Poor Students, Rich Teaching. After last year's College Board suite of assessments, we have a plethora of data and test resources that we can utilize to modify and improve our teaching. Our work ahead for Academic Achievement, Academic Growth, and Post Secondary and Workforce Readiness is to improve performances for our English Learners and Students with Disabilities. Our Curriculum/Intervention team will support our ELL and SPED departments by exposing students to College Board material and provide them with practice test taking skills and endurance.

Trend Analysis



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Palmer High School saw an increase by 3.6 points in Academic Achievement from 2017 to 2018, moving to 17.4/30 from 13.6/30. Our metrics changed but our PSAT/SAT mean scores increased in both EBRW and Math. If that trend continues and our subgroups increase, we should reach Meets next year.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

CMAS Science Free/ Reduced Lunch Eligible is Approaching, with a mean of 586.8 which is 4.6 points below MEETS.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

CMAS Science English Learners had a 496.5 mean, which is Does Not Meet, which is 94.5 points below MEETS.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

PSAT Math Students with Disabilities, we were Does Not Meet with a mean of 329.5, which is 118.9 below MEETS.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

For CO PSAT-Math Minority students, we were Approaching with a mean of 421.6, which is 26.8 points below MEETS.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

CO PSAT-Math subcategories include a Does Not Meet rating for CO PSAT-Math English learners with a mean of 384.3, which is 64.1 points below MEETS.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Our On track to EL Proficiency scored Does Not Meet with 30%.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Our English Language Proficiency (ELP) scored Does Not Meet with an MGP of 30.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Does Not Meet scores for English Language Proficiency and on track EL proficiency are very low. The Access testing last year could have run more smoothly. We are working on improvements to our process.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

Graduation rates has been rated as "Meets" over the past several years. 2018 6 yr is at 89.7% which is up 1.2% from last year's 5 yr at 88.5%.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

CO SAT EBRW: Our EL scored Does Not Meet with a rate/score of 424.2. We need an increase 462.5 for Approaching and 509.2 for MEETS

Trend Direction: Stable then increasing



Notable Trend: Yes

Performance Indicator Target: Student Graduation and Completion Plan

Our Students with Disabilities had a rate of 7yr Approaching with a rate/score of 84%. We need to be below 85% to reach MEETS

Additional Trend Information:

Palmer High School data trended upward last year. We had the highest SPF out of all of the district high schools earning 64.3/100. We saw increased mean scores in EBRW and Math for PSAT 10 and SAT. We need to see increased mean scores with our subgroups in the 2018-2019 school year. We also saw solid MGP numbers. We need to keep them stable or increase in the 2018-2019 school year.

Root Causes and Priority Performance Challenges



Priority Performance Challenge: PLCs and Tier 1 Instruction Improvement

The challenge that we face is to increase student achievement and growth on PSAT/ SAT. The way to increase achievement and growth is through good tier 1 instruction focused on the target of our standards through data driven instruction that is the focus on our content area PLCs. Our intentional building desired state and focus is to engage "all" learners.

Root Cause: Implementation of strong tier 1 instruction



Our teachers lack consistency in executing the relationship building and structures it takes to face the difficult classroom challenges with students from poverty. Research indicates that relationships and consistency and structure are two key factors to support struggling students to achieve academically. Through our departments and PLCs, we need to focus on creating data driven lessons that are aligned to state and college board standards and deliver them with a structured and rigorously engaging environment. Our Building Leadership Team (BLT) has been conducting professional development based on Eric Jensen's Poor Students, Rich Teaching. Our goal is that our PD will strengthen our Tier 1 to impact each student better, while stronger Tier 1 will make Tier 2 work easier and more targeted.



Root Cause: Professional Learning Communities adapting to new high stakes tests

With the advent of the College Board suite of assessments, teachers will need to rebuild their curriculum to embed PSAT/SAT esque standards to prepare students for the April tests. These standards can be embedded into our MYP courses and Junior level core content courses.



Root Cause: School Culture

Staff lack the skills necessary to engage students who come to school with a variety of challenging situations.

Root Cause: Aligned courses and grading practices



Palmer 9th and 10th grade MYP courses need to have more consistent curriculum, assessment, and grading practices. Students can be in the same grade level and have the same class, yet have a very different learning experience. Teachers need to have autonomy to deliver their instruction in their own style; however, their assessments and grading practices need more uniformity.

Magnitude of Performance Challenges and Rationale for Selection:



The challenge that we face is to increase student achievement and growth on PSAT/ SAT. The way to increase achievement and growth is through good tier 1 instruction focused on the target of our standards through data driven instruction that is the focus in our content area PLCs. Our intentional building desired state and focus is to engage "all" learners.

In the Spring of 2017, a team of students created a climate survey and our students participated in the survey. With the results, we started to take the feedback and plan ways to improve the culture and climate of Palmer High School. During the 2017-2018 school year, our culture and climate team began planning on making positive changes to our school. Some of the feedback from the 2017 survey was that some students did not feel that they had good relationships with teachers. Our teachers reflected on this feedback and shared the difficulty of engaging a new generation as well as a disengaged, impoverished population. Our SPF 2018 data reflects some positive trends from last year, and we still have our work cut out for improving English Learners, Free/ Reduced lunch eligible, minority students as well as Students with disabilities.

There are several implementations for the 2018-2019 school year occurring at Palmer that will facilitate our teachers to engage "all" learners. The Building Leadership Team (BLT) was developed last Spring. Interested teachers wrote an interest letter and their department teachers chose the top responses. The top responses became BLT members, who would represent them. We have representatives from Math, English, Social Studies, Science, Electives, MYP, and Counseling as well as an Assistant Principal and the Principal. This team has worked hard to develop professional development focused on engaging our students. PD has been through a book study of Eric Jensen's, [Poor Students, Rich Teaching](#). Teachers have embraced the study and have already incorporated some strategies to kick off the year. This important work will help us engage our less performing sub groups. It will also give us a chance to increase our daily average attendance which has fallen the past few years.

Magnitude of Root Causes and Rationale for Selection:



Palmer High School has been in a cycle of adapting to a wide variety of changes throughout the last eight years. The one constant has been change. Veteran teachers, whose methodologies have worked well for years, are currently reflecting on their practice and seeing a need for a new approach to new learners. Now that the College Board Assessments will be the primary achievement measurement for grades 9-11, we feel that we will have a constant and a solid measure of our students' achievement and growth. Our staff desires professional development and we are implementing a book study for the 2018-2019 school year that will guide them to reflect on their practice and change some approaches. This PD will guide them to bring positive change to their PLCs and classrooms and through the important connection of Professional Learning Communities and good Tier 1 instruction, we will work hard to

improve "all" students to increased achievement and growth and prepare "all" of our students for college and career and workforce readiness.

Additional Narrative / Conclusion

Palmer teachers have had success for years but there exists a need to reboot Tier 1 instruction to meet the needs of higher poverty students. Structure, urgency, and meticulous planning is never more crucial. Teachers are engaged in professional development to engage "all" learners and will continue to design lessons to meet the needs of our students.

Action Plans

Planning Form



Improve Tier 1 instruction and PLC work

What will success look like: Tier 1 instruction needs to be strengthened to meet the needs of an ever changing student body. PLCs are dedicated weekly meetings where teachers meet to analyze data and plan to meet students' needs. Good Tier 1 instruction and PLCs are connected to provide the best lessons to increase student achievement and growth. With the advent of the College Board suite of assessments, teachers will need to rebuild their curriculum to embed PSAT/SAT standards to prepare students for the April tests. These standards can be embedded into our MYP courses and Junior level core content courses.

Associated Root Causes:



Professional Learning Communities adapting to new high stakes tests:

With the advent of the College Board suite of assessments, teachers will need to rebuild their curriculum to embed PSAT/SAT esque standards to prepare students for the April tests. These standards can be embedded into our MYP courses and Junior level core content courses.


Implementation of strong tier 1 instruction:

Our teachers lack consistency in executing the relationship building and structures it takes to face the difficult classroom challenges with students from poverty. Research indicates that relationships and consistency and structure are two key factors to support struggling students to achieve academically. Through our departments and PLCs, we need to focus on creating data driven lessons that are aligned to state and college board standards and deliver them



with a structured and rigorously engaging environment. Our Building Leadership Team (BLT) has been conducting professional development based on Eric Jensen's Poor Students, Rich Teaching. Our goal is that our PD will strengthen our Tier 1 to impact each student better, while stronger Tier 1 will make Tier 2 work easier and more targeted.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Improve Tier 1 through purposeful and targeted PLCs	Improve tier 1 instruction to engage "all" learners through PLCs using data analysis and tools from PD on Jensen book study. Teachers will utilize relationship building strategies from Jensen's book in their classrooms as evidenced by teacher observations by administration.	06/01/2018 05/30/2019 Weekly	BLT, PLC leads, teachers, intervention, administration	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 PLC Desired State #1	The desired state of Meet in Meaningful Teams to Improve Professional Practice/ We are committed to the success of all students was chosen by a group of teachers and interventionists at a PLC meeting in the late Spring of 2018. The idea of engaging "all" learners has been at the center of focus need for the past few years at Palmer. Due to our changing demographics and increased school dependent students, we have searched for better ways to support all students better. Our school survey in the Spring of 2017, culture and climate team, and department chairs have all asked for a school wide focus on improving student engagement. Coinciding with our PLC reboot and reflections on our PLC practice, our school leaders wanted to embrace "all" students. This desired state was shared with Department chairs, BLT members, and our entire staff at the start of the 2018-2019.	05/20/2017 05/30/2019	PLC essential states, Curriculum, MYP framework, AVID trainings/ strategies, PD 2018-2019	Admin, Intervention, PLC leads, BLT, Department chairs	

All teachers completed their PLC goal for Desired state 1. We will conduct a survey at the end of the 2018-2019 school year for staff to reflect on their engagement of "all" learners and their implementation of strategies from Jensen book. This survey will also include an opportunity to give feedback for next year's professional development.

Palmer administration met with department chairs after receiving different needs from different departments. Administration left the Department Chairs to discuss building issues and the meeting was critical. From this meeting, additional meetings occurred. Ms. Disney joined the group. One detail that kept surfacing was to create a teacher leader group to take on building issues and lead professional development. The idea of a Building Leadership Team (BLT) blossomed. Interested teachers wrote letters of interest conveying why they wanted to lead. Departments read the anonymous letters and chose their leader. Representatives from English, Math, Science, Social Studies, and Electives were chosen. Additionally, our MYP Coordinator, Avid Coordinator, an AP and Ms. Disney became the BLT. The team met throughout the summer to plan for Fall PD. In the Fall, the BLT has met three days a week and has planned and delivered professional development stemming from the Jensen book, Poor Students, Rich Teaching. We are planned up to our professional development day on January 3, 2019 (chapters 1-13). We will continue to professionally develop, using the book (23 chapters) this school year and then connect it to related and meaningful material. Our measure will be data from a survey that we will give staff at the end of the 2018-2019 school year. Staff will reflect on their engagement of "all" learners and their implementation of

04/01/2018
05/30/2019

FTE funding,
Jensen book
purchases, 1st
period common
plan and PD time
allocated on PD/
data days.

Julie Swankowski,
Jeff Hinton,
Martha Alvarez,
Anton Schultski,
Claudia Dimidik,
Carolyn Derr,
Aubrey Ranson,
Dan Geiser, and
Lara Disney



Feedback from
staff

strategies from Jensen book. This survey will also include an opportunity to give feedback for next year's professional development.



Data Analysis

With the College Board Suite of Assessments comes an abundance of useful data to drive instruction. In June of 2018, College Board posted student data. The College Board web site provides very useful reports. Math and English departments have received item analysis reports, test sample questions from forms our students took, and ample instructional reports. English and Math PLC leads are utilizing this data to drive and adapt instruction. Currently, our Intervention and curriculum assistant principal is analyzing reports for SPED and ELL and planning on ways to assist and motivate our SPED and ELLs to score better on their 2019 assessment. The measure will be our improvement on all Approaching and Does Not Meet categories from the 2017-2018 SPF.

06/15/2018
07/15/2019

College Board, Alpine, Funding for teachers to plan instruction in the summer

BLT, PLC leads, Department Chairs, Administration



Improve School Culture

What will success look like: Palmer already has a wonderful school culture steeped in years of academic and student life success. However, with our changing demographics and 2017 cultural shifts, we need to improve our culture for both students and staff. Our Culture and Climate Committee branched off into 4 groups: Marketing, Building and Classroom, Activities, and Recognition. The Marketing group has already launched our new logo and next steps will be to start recognizing students and staff. Our BLT has taken on staff climate with our Jensen book study, and staff is remarking on what a positive kick off to the 2018-2019 year we have had.


Associated Root Causes:



School Culture:

Staff lack the skills necessary to engage students who come to school with a variety of challenging situations.

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
 Culture and Climate	<p>Since our student survey in the Spring of 2017, Palmer has explored how to build a more positive culture. The Culture and Climate team was created in the Fall of the 2017-2018 school year. We met bimonthly and planned how to take the core of Palmer's traditions and rich, positive culture and re-brand it to bring our students and staff together. During the 2017-2018 school year, staff and students collaborated to choose our new brand, which is Pride Honor Strength (PHS),Terrors Together. The year kicked off with our new logo and next steps for the 2018-2019 school year is to begin recognizing staff and students for showing PHS. All staff and students got new logo tee shirts. Our first assembly kicked off the new logo. In coordination with our BLT, we changed our Open House format to a meet and greet with parents titled, Terrors Together Evening. We had a lot of positive feedback and some critical feedback.Starting in October, we will kick off our recognition through Terror TV, recognizing a student, teacher, and ESP staff each month. The ultimate goal is to increase pride, honor, and strength in all aspects of student and staff life. We will conduct a survey at the end of the 2018-2019 school year for staff to reflect on our culture and climate re-brand and recognition campaign.</p>	05/20/2017 05/20/2019	Funding for PBIS conferences, t-shirts, staff shirts, prizes and awards	BLT, Chris Miner, Tom Reber, Martha Higgins, Dave Shackelford, Madison Nein, Hank Myers, Kelly Cline	

School Target Setting



Priority Performance Challenge : PLCs and Tier 1 Instruction Improvement



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Sustain CO PSAT EBRW mean of 464.43 or higher for All students to sustain a Meets rating.

2019-2020: Sustain CO PSAT EBRW mean of 464.43 or higher for All students to sustain a Meets rating.

INTERIM MEASURES FOR 2018-2019: Continue aligning curriculum to State and College Board standards and continue working on engaging "all" learners.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: S

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase CMAS Science Minority students from an Approaching Mean score of 574.7 to a Meets score of 609.2.

2019-2020: Sustain the meets rating.

INTERIM MEASURES FOR 2018-2019: Continue with Science department management of test administration.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: S

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase CMAS Science Free/ Reduced Lunch Eligible from an Approaching Mean score of 568.8 to a Meets score of 609.2.

2019-2020: Sustain the Meets score

INTERIM MEASURES FOR 2018-2019: Continue with Science department management of test administration.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: S

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase Science English Learners from a Mean score of 496.5 to an Approaching score of 564.4 to reach a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Continue with Science department management of test administration.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase CO PSAT Math mean score for Students with Disabilities students from 329.5 to 413 to reach an Approaching rating.

2019-2020: Sustain the CO PSAT Math Approaching rating moving toward Meets.

INTERIM MEASURES FOR 2018-2019: Target Students with Disabilities to practice taking College Board assessments.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase CO PSAT Math mean score for Minority students from 421.6 to 448.4 to reach a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Continue aligning curriculum to State and College Board standards and continue working on engaging "all" learners.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase CO PSAT Math mean score for Free / Reduced Price Lunch Eligible from 418.8 to 448.4 to reach a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Continue aligning curriculum to State and College Board standards and continue working on engaging "all" learners.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase CO PSAT Math English Learners mean from 384.3 Does Not Meet to a 413 mean score which would give us an Approaching rating.

2019-2020: Sustain the CO PSAT MATH Approaching rating moving toward Meets.

INTERIM MEASURES FOR 2018-2019: Target Ells to practice taking College Board Assessments and utilize word to word dictionaries.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase all students CO PSAT Math from a mean score of 441.4 to 448.4 to reach a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Continue aligning curriculum to State and College Board standards and continue working on engaging "all" learners.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2018-2019: Increase CO PSAT EBRW mean score for Students with Disabilities students from 359.1 to 423.5 to reach an

ANNUAL
PERFORMANCE
TARGETS

Approaching rating.

2019-2020: Sustain the CO PSAT EBRW Approaching rating moving toward Meets.

INTERIM MEASURES FOR 2018-2019: Target Students with Disabilities to practice taking College Board assessments.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase CO PSAT EBRW mean score for Minority students from 442.5 to 461.1 to reach a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Continue aligning curriculum to State and College Board standards and continue working on engaging "all" learners.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase CO PSAT EBRW mean score for Free / Reduced Price Lunch Eligible from 436.9 to 461.1 to reach a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Continue aligning curriculum to State and College Board standards and continue working on engaging "all" learners.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2018-2019: Increase CO PSAT EBRW English Learners mean from 376.9 to 423.5 to move to an Approaching Rating from Does Not Meet.

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Sustain the CO PSAT EBRW Approaching rating moving toward Meets.

INTERIM MEASURES FOR 2018-2019: Target Ells to practice taking College Board Assessments and utilize word to word dictionaries.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase from a CO PSAT/ SAT EBRW MGP of 44.5 for English Learners to an MGP of 50 to reach a Meets rating.

2019-2020: Sustain a 50 MGP.

INTERIM MEASURES FOR 2018-2019: Target Ells to practice taking College Board Assessments and utilize word to word dictionaries.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase from a CO PSAT/ SAT Math MGP of 26 for Students with Disabilities to an MGP of 35 to reach an Approaching rating.

2019-2020: Sustain the CO PSAT/ SAT Approaching rating moving toward Meets.

INTERIM MEASURES FOR 2018-2019: Target Students with Disabilities to practice taking College Board assessments.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

2018-2019: Increase from a CO PSAT/ SAT EBRW MGP of 46.5 for Students with Disabilities to an MGP of 50 to reach a Meets rating.

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Target Students with Disabilities to practice taking College Board assessments.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase English Learners CO SAT EBRW Does Not Meet mean of 424.2 to an Approaching Mean of 462.3 to reach a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Target Ells to practice taking College Board Assessments and utilize word to word dictionaries.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase our Students with Disabilities 7yr Graduation rate from Approaching at 84% to 85% to reach a Meets rating.

2019-2020: Sustain Meets rating.

INTERIM MEASURES FOR 2018-2019: Improve tier 1 instruction and improve tier 2 interventions to support our students.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Dropout Rate

2018-2019: Decrease Dropout Students with Disabilities students Approaching rate of 2.4% to 2% to have a Meets rating.

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Sustain Meets rating.

INTERIM MEASURES FOR 2018-2019: Improve tier 1 instruction and improve tier 2 interventions to support our students.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Dropout Rate

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Decrease Dropout Minority students Approaching rate of 2.1% to 2% to have a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Improve tier 1 instruction and improve tier 2 interventions to support our students.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase Minority students CO SAT Math Approaching mean of 472.6 to an Meets Mean of 491.7 to reach a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Continue aligning curriculum to State and College Board standards and continue working on engaging "all" learners.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase Free/ Reduced Lunch eligible CO SAT Math Approaching mean of 470.3 to an Meets Mean of 491.7.

2019-2020: Sustain the meets Rating.

INTERIM MEASURES FOR 2018-2019: Continue aligning curriculum to State and College Board standards and continue working on engaging "all" learners.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase English Learners CO SAT Math Does Not Meet mean of 428.2 to an Approaching Mean of 446.5.

2019-2020: Sustain Approaching rating moving toward Meets.

INTERIM MEASURES FOR 2018-2019: Target Ells to practice taking College Board Assessments and utilize word to word dictionaries.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase Minority Students CO SAT EBRW Approaching mean of 482.7 to an Meets Mean of 509.2 to reach a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Continue aligning curriculum to State and College Board standards and continue working on engaging "all" learners.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase Free/ Reduced Lunch eligible CO SAT EBRW Approaching mean of 486 to an Meets Mean of 509.2 to reach a Meets rating.

2019-2020: Sustain the Meets rating.

INTERIM MEASURES FOR 2018-2019: Continue aligning curriculum to State and College Board standards and continue working on engaging "all" learners.



PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS: ELP

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Increase On Track to EL Proficiency from a Does Not Meet 30% to 40%.

2019-2020: Sustain 40%.

INTERIM MEASURES FOR 2018-2019: We are changing our Testing environment and preparing our students differently.
