



# Colorado's Unified Improvement Plan for Schools

Summit Elementary School UIP 2023-24 | School: Summit Elementary School | District: Woodland Park Re-2 | Org ID: 3020 | School ID: 8379 |  
Framework: Performance Plan | Draft UIP

## Table of Contents

Last Year UIP: [Summit Elementary School UIP 2022-23](#)

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

## Executive Summary



Priority Performance  
Challenges

• *School Readiness*



Root Cause

- COVID
- Misunderstanding of grade level expectations
- Socioeconomic Status



Major Improvement Strategies

- Targeted Primary Literacy Instruction
- School Outreach

- School Outreach





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

### Improvement Plan Information Additional Information about the school

Summit Elementary School is serving preschool through 6th grade (6th grade added for the 2023-2024 school year). We continue to utilize the district approved curriculum for all grade levels and subject areas. Students receive additional support throughout the day and the year when needs are identified. They have the opportunity to work with skilled interventionists that target areas of concern. Interventionists work hand in hand with classroom teachers for a unified approach to fill gaps and meet the dynamic needs of our student body.

In addition to the rigorous curriculum and academic standards that are maintained, we offer a variety of experiences that tap into student interests and passions. Some opportunities offered at Summit include Summit Studio, gardens, Elevate your Environmental Education, and Destination Imagination. Students also have a variety of clubs that they are able to participate in throughout the school year.

Beyond our full time students. Summit also serves our homeschooling families through our Enrichment Academy. This program meets every Wednesday and students, grades K - 8, are able to access a variety of educational offerings to enhance their homeschooling experience.

### Narrative on Data Analysis and Root Cause Identification Description of School Setting and Process for Data Analysis

Summit is a small rural school serving students preschool - 6th grade. Our student enrollment reflects the changing demographics in our area with an aging population and fewer school aged children. We can continue to adapt to the needs of our community. Our current school enrollment is 309 students including that students that are served through Enrichment Academy which meets every Wednesday. The percentage of Free and Reduced served by Summit is typically between 35% - 40%. Since COVID and the addition of free lunches for all, fewer families are completing the free and reduced application. In recent years we have seen a slow increase to in order minority and CDLE population. The number of students that fall in these categories is relatively small.

This UIP has been developed in partnership with the principal, the dean of instruction, members of the School Accountability Committee, and staff input through professional learning communities.

As a school we adopted and implemented a new reading curriculum in the 2021-2022 school year. We are now in our 3rd year of implementation. The process of learning a new curriculum has involved ongoing professional development and multiple accountability check points. Understanding that there is often a dip in performance when implementing a new curriculum, the staff have leaned into using the curriculum with fidelity and instructional strategies learned through the READ Act training provided through CDE, which all Summit staff have completed.

In the 2022 - 2023 school year, Summit adopted a new math curriculum. Our approach to a new curriculum was the same as our approach to the new reading curriculum. We worked closely together as a team to monitor student and staff progress with the new materials. Using professional development and ongoing accountability check points, staff and students became increasingly more confident and proficient.

In addition to working with the curriculum and the state standards, we monitor growth and progress through multiple measures. Summit uses data from the iReady assessments, DIBELS 8, and Ascend. Staff analyze benchmarking and progress monitoring results, making adjustments that lead to improved outcomes.

### 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).**

Student assessment data as measured by CMAS from the 2022 school year indicated that our students did not perform well on Academic Growth and Academic Achievement in both Reading and Math. Our school score in both categories was in the 'approaching' rating. We focused on making incremental and systematic changes throughout the school year. We focused on our iReady Assessment data. Our goal was to increase students reaching Tier 1 in Reading would improve from 29% to 70% and students reaching Tier 1 in math would improve from 13% to 55% by the end of the year. By the end of the school year we had 72% of students in Tier 1 Reading and 57% of students in Tier 1 Math meeting our goals.



At the beginning of the 2022 - 2023 school year our iReady data for the entire school was:

**Reading**

- 29% - Green Tier 1
- 48% - Yellow Tier 2
- 24% - Red Tier 3

**Math**

- 13% - Green Tier 1
- 58% - Yellow Tier 2
- 29% - Red Tier 3

In order to help move students forward, we held intentional PLC meetings that were focused on providing the curriculum with fidelity. We shared impactful instructional strategies. We analyzed student progress and we shared intervention strategies when students were not understanding concepts. In addition to our in class support, we streamlined our small group support allowing more instructional time with a qualified teacher and less independent work time. This allowed for staff to closely monitor student understanding.

Looking at the iReady data, we targeted students who would reach grade level standards if they met their stretch goal. Students made personal goals and worked on iReady instruction lessons to help target their gaps. Our approach to interventions included a new curriculum, Ascend. The interventionists met with small groups that were built based on specific needs. Groups were closely monitored for growth and progress. We made timely decisions to shift groups in order to best meet student needs.

At the end of the 2022 - 2023 school year our iReady data for the entire school was:

**Reading**

- 72% - Green Tier 1
- 20% - Yellow Tier 2
- 8% - Red Tier 3

**Math**

- 57% - Green Tier 1
- 35% - Yellow Tier 2
- 8% - Red Tier 3

Our growth and achievement was not only evident in our iReady data, it appeared in our 2023 CIVIAS data as well. Students improved from an 'approaching' rating to 'meets' in both academic growth and achievement!

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

Upon reflection of our data, we will continue to use many of the positive approaches from the 2022-2023 school year. We will increase iReady instruction from a small group of select students, to all students. This work will be incorporated into the school day. We will partner with parents and encourage students to continue this work if they need additional gaps filled. We will continue to use Ascend for our reading intervention curriculum while we closely monitor groups for progress and adjust group make up based on specific needs. Interventionists will use iReady math lessons for additional math interventions in small groups. Additional support will be provided to classrooms during small group rotations allowing for more direct instructor interaction and less independent work time. Teachers will continue to meet as Professional Learning Communities with a focus on student data, instructional approaches and utilizing the curriculum with fidelity.

### Current Performance

- According to the School Performance Framework for the 2022 school year, an area that did not meet state expectations and was rated as approaching, was student achievement in reading and math for students that qualify for free and reduced lunch. We were also rated as approaching for academy achievement in the area of math for minority students.

While students continue to show growth, we need to close the achievement gap for students in these groups. For students that qualify for free and reduced lunch, we have noticed that many families in our rural area struggle to have regular internet service. This can impact their learning and their connection to school because so much information is shared via e-mail and found on the internet. When families have limited access and limited connection it is harder to build not only connections to the school community, but to find opportunities to connect to academic opportunities that are provided.

Our current beginning of the year data is broken down in the following way:

iReady Reading BOY:

Tier 1: 33%

Tier 2: 44%

Tier 3: 23%

**iReady Math BOY:**

Tier 1: 12%

Tier 2: 61%

Tier 3: 27%

**DIBELS BOY:**

**Kindergarten**

Benchmark: 20%

Strategic: 20%

Intensive: 60%

**1st Grade**

Benchmark: 26%

Strategic: 30%

Intensive: 44%

**2nd Grade**

Benchmark: 49%

Strategic: 22%

Intensive: 29%

**3rd Grade**

Benchmark: 50%

Strategic: 26%

Intensive: 24%

**CMAS 2023 Data**

Reading Mean Score

3rd Grade: 738

4th Grade: 749

5th Grade: 750

Math Raw Score  
3rd Grade: 740  
4th Grade: 736  
5th Grade: 740

We continue to have lower than desired start of the year scores. Our focused instruction and intentional interventions will allow us to grow students in order to meet academic goals.

### Trend Analysis



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

Elementary students are steadily increasing in ELA achievement on CMAS from 2019 (mean scale score 731) to 2023 (mean scale score 744).



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

Elementary students who qualify for Free and Reduced Lunch have remained fairly stable in math achievement (mean scale score of 725 in 2019 to mean scale score of 728 in 2023) with a decrease in participation rate from 100% in 2019 to 93.9% in 2023. However students that do not qualify for Free and Reduced Lunch increased their mean scale score from 730 in 2019 to 741 in 2023.



**Trend Direction:** Increasing  
**Performance Indicator Target:** Academic Growth

Elementary students showed a drastic increase in ELA growth on CMAS from 2019 (median percentile 37) to 2023 (median percentile 64).

### Priority Performance Challenges and Root Causes

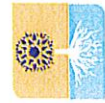
**Priority Performance Challenge:** School Readiness





Students are coming to school with fewer school readiness skills. We must address larger gaps in learning at earlier ages. This impacts how we implement the curriculum and develop interventions within our school day.

**Area of Focus: Early literacy**



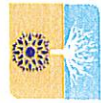
**Root Cause: COVID**

Families faced many challenges during COVID. Our students were still in prime learning stages when there was a major disruption to the environment. Children's learning and development was negatively impacted.



**Root Cause: Misunderstanding of grade level expectations**

There are often misconceptions regarding grade level expectations and required academic standards.



**Root Cause: Socioeconomic Status**

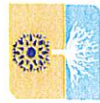
Families in our rural area often struggle with internet and/or families must travel for work or work varied hours depending on their shifts. These factors all limits a family's ability to engage with school and learning opportunities.



**Priority Performance Challenge: Family Engagement**

Families meet a variety of hurdles that limit their ability to engage in school and learning activities. The challenges that families face can include limited internet access, multiple jobs or varied shift work, and limited time to reinforce learning with their child.

**Area of Focus: Other achievement**



**Root Cause: Low Socioeconomic Status**

Families must prioritize meeting basic family needs. Often parents must work multiple jobs at low wages. Their work schedule limits their ability to engage with the school or with the student in learning activities. Families also live in very rural areas with limited access to internet. This hinders their ability to receive timely information regarding school events and activities to enhance their child's experience.



**Priority Performance Challenge: ELA and Math - Growth and Achievement**

In order to improve global ELA and Math achievement and growth scores, the district adopted a new curriculum and in each subject area. This will refine our approach and process as we implement a cohesive, viable curriculum at every grade level. There is often an implementation dip as teachers are learning the new curriculum and students are transferring skills from one approach to another. It can be challenging and discouraging when students do not grow or achieve at the rate desired. There is a temptation to incorporate a variety of alternate strategies, which can further hinder progress. Our work as a staff will allow us to remain diligent in our implementation efforts while we work towards positive results.

**Area of Focus: Other achievement**





**Root Cause: Curriculum**

Implementing new curriculum is exciting and challenging. The new curriculum introduces new vocabulary and approaches, training students to think in new ways and interact with material in a new fashion. There is often an implementation dip. Staff must work through challenges and commit to teaching with fidelity in the years after initial implementation.

**Root Cause Category: Curriculum**

**Magnitude of Performance Challenges and Rationale for Selection:**



The selected challenges have a global impact on the student body. Creating an understanding for the circumstances that our students and families face, we can develop a systematic approach that will have long standing results and a positive impact on student data and performance.

**Magnitude of Root Causes and Rationale for Selection:**



The root causes were determined through observational data, family, staff, and student input.

**Action Plans  
Planning Form**



**Targeted Primary Literacy Instruction**

**What will success look like:** Students will meet end of year benchmarks on all assessments.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Students will receive targeted instruction frequently throughout their day. Based on the science of reading, students must receive direct instruction to learn the fundamentals of reading.

**Strategy Category:** Targeted Student Academic Supports

**Associated Root Causes:**



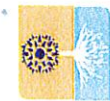
**COVID:**

Families faced many challenges during COVID. Our students were still in prime learning stages when there was a major disruption to the environment. Children's learning and development was negatively impacted.



**Curriculum:**

Implementing new curriculum is exciting and challenging. The new curriculum introduces new vocabulary and approaches, training students to think in new ways and interact with material in a new fashion. There is often an implementation dip. Staff must work through challenges and commit to teaching with fidelity in the years after initial implementation.



**Low Socioeconomic Status:**

Families must prioritize meeting basic family needs. Often parents must work multiple jobs at low wages. Their work schedule limits their ability to engage with the school or with the student in learning activities. Families also live in very rural areas with limited access to internet. This hinders their ability to receive timely information regarding school events and activities to enhance their child's experience.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	All certified staff will meet the read act requirements and be highly trained in the science of reading.	02/17/2022 08/23/2024 Quarterly	Certified instructional staff	Met
	Weekly teacher meetings are focused on student data and curriculum instruction. The teachers discuss trends, ideas, and action steps to progress student learning.	08/17/2022 06/02/2025 Weekly	Instructional Staff	In Progress





Students will access iReady instruction in meaningful ways throughout the school week.

Interventionists and classroom teachers

In Progress

#### iReady Instruction



Every teacher will incorporate literacy instruction throughout their lessons. Students will build connections to reading regardless of their learning environment.

Specialists

In Progress

Literacy in all areas



Additional support will be flooded into the classrooms during small group instructional times. This will allow for multiple small groups to happen at one time and students will be able to receive multiple opportunities for small group instruction throughout the day.

Interventionists, paras, classroom teachers

Met

Small Group Instruction

#### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
		08/29/2022			
		06/02/2025			
		Weekly			
		08/26/2023			
		06/02/2025			
		Weekly			
		09/11/2023			
		05/17/2024			
		Weekly			



#### School Outreach

**What will success look like:** Families will be actively engaged in their child's learning through the GOLD Folder and attending conferences.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Students perform better in school when their family is engaged in the educational process.

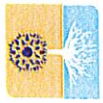
**Strategy Category:** Family and Community Engagement

**Associated Root Causes:**

#### Low Socioeconomic Status:




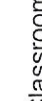




Families must prioritize meeting basic family needs. Often parents must work multiple jobs at low wages. Their work schedule limits their ability to engage with the school or with the student in learning activities. Families also live in very rural areas with limited access to internet. This hinders their ability to receive timely information regarding school events and activities to enhance their child's experience.



**COVID:**

Families faced many challenges during COVID. Our students were still in prime learning stages when there was a major disruption to the environment. Children's learning and development was negatively impacted.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 School Newsletter	A detailed school newsletter will be shared monthly with families with key details for upcoming events and ways to be involved.	08/20/2023 06/01/2024 Monthly	Principal	In Progress
 GOLD Folder	Each classroom will maintain a daily communication folder with each student/family. This allows families to access current information for the classroom and school without internet.	08/23/2023 05/23/2024 Weekly	Classroom teacher and parent	In Progress
 Digital Sign	Event information will be included on the digital sign so families have current information.	08/23/2023 05/24/2024 Weekly	Building Secretary	In Progress
 Parent Academy	Informational sessions will be provided to families to help bolster their skills so that can better support student learning at home.	10/19/2023 05/22/2024 Quarterly	Principal	In Progress
 Literacy Night	A literacy night will be hosted by all the elementary teachers inviting all families to come and learn how to reinforce reading strategies at home.	02/01/2024 02/07/2025	Interventionists	In Progress
	Students will be given 2 opportunities to come together over the	06/03/2024 07/26/2024		



Summer Reading and Math Support summer and share what they are reading and working on in math! Quarterly Principal, Interventionists, and Parents In Progress

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
------	-------------	----------------	----------	---------------	--------



#### Professional Learning Communities

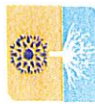
**What will success look like:** Staff will meet regularly to discuss student data, progress, and strategies to meet student needs while refining their understanding and delivery of the new curriculum.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Access to viable curriculum and adapting to student needs is key to student success.

**Strategy Category:** Data-Informed Instruction

#### Associated Root Causes:

##### Curriculum:



Implementing new curriculum is exciting and challenging. The new curriculum introduces new vocabulary and approaches, training students to think in new ways and interact with material in a new fashion. There is often an implementation dip. Staff must work through challenges and commit to teaching with fidelity in the years after initial implementation.

#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
---------	-------------	-------------------	---------------	--------



Create an outline of the yearly needs that can be met through the PLC process and create an agenda that allows to all needs to be accomplished. The agenda must reflect upcoming needs and requirements, but also remain fluid as we work to respond to dynamic needs of grade levels.

08/17/2022  
06/02/2025  
Weekly  
Dean of Instruction, principal, teachers. Met

Yearly Outline



Data Driven Discussions

The PLC will focus and pertinent data and make timely decisions to adjust instruction.

08/28/2023  
05/24/2024  
Quarterly

Classroom Teachers

In Progress



Professional Development

The PLC will determine necessary areas for professional development and will work to grow in areas that strengthen their approach for their grade level.

08/28/2023  
05/24/2024  
Monthly

Dean of Instruction, principal, classroom teachers.

In Progress



Targeted Professional Development

The dean of instruction will provide targeted professional development opportunities based on the needs determined through PLC.

08/31/2023  
05/23/2024  
Weekly

In Progress

Dean of Instruction

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
------	-------------	----------------	----------	---------------	--------

### School Target Setting



#### Priority Performance Challenge : School Readiness



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

#### MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

**2023-2024:** 80% of students will meet grade level benchmark as measured by iReady by the end of the 2023-2024 school year.

**2024-2025:** 90% of students will meet grade level benchmark as measured by iReady by the end of the 2024-2025 school year.



**INTERIM MEASURES FOR 2023-2024:** Student growth and progress will be tracked through beginning and middle of the year benchmark testing with iReady as well as growth monitoring through the year. Students' reading progress will also be monitored through DIBELS assessments throughout the year.



**Priority Performance Challenge : Family Engagement**



**PERFORMANCE INDICATOR:** Disaggregated Achievement

**MEASURES / METRICS:** ELA

**2023-2024:** Students that qualify for Free and Reduced will achieve at the same level in Reading as students that don't qualify for Free and Reduced as measured by CMAS.

ANNUAL

PERFORMANCE

TARGETS

**2024-2025:** Students that qualify for Free and Reduced will achieve at the same level in Reading as students that don't qualify for Free and Reduced as measured by CMAS.

**INTERIM MEASURES FOR 2023-2024:** Student growth and progress will be tracked through beginning and middle of the year benchmark testing with iReady as well as growth monitoring through the year. Students' reading progress will also be monitored through DIBELS assessments throughout the year.



**Priority Performance Challenge : ELA and Math - Growth and Achievement**



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** M

ANNUAL

PERFORMANCE

TARGETS

**2023-2024:** 75% of students will meet grade level benchmark as measured by iReady by the end of the 2023-2024 school year.

**2024-2025:** 85% of students will meet grade level benchmark as measured by iReady by the end of the 2024-2025 school year.

**INTERIM MEASURES FOR 2023-2024:** Student growth and progress will be tracked through beginning and middle of the year benchmark testing with iReady as well as growth monitoring through the year.



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS: R**

ANNUAL PERFORMANCE TARGETS	<p><b>2023-2024:</b> 70% of students K-3 will reach benchmark standards as measured by DIBELS 8 by the end of the 2023-2024 school year.</p> <p><b>2024-2025:</b> 80% of students K-3 will reach benchmark standards as measured by DIBELS 8 by the end of the 2023-2024 school year.</p>
----------------------------------	---

**INTERIM MEASURES FOR 2023-2024:** Student growth and progress will be tracked through beginning and middle of the year benchmark testing with DIBELS as well as progress monitoring through the year.