



**COLORADO**  
Department of Education



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**RICE  
ELEMENTARY  
SCHOOL UIP  
2016-17**

District: **POUDRE R-1** | Org ID: **1550** | School ID: **7325** | Framework: **Performance Plan** | **Draft UIP**

## Colorado's Unified Improvement Plan for School (2016-2017)

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### Executive Summary

**How are students performing? Where will the school focus attention?**

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

**Name:** Student growth

**Description:** We want to see high levels of student growth as measured by CMAS.

### Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

**Name:** Lack of common expectations regarding instructional practices

**Description:** Teams need to solidify expectations and share instructional practices that produce student growth.

**Name:** Lack of formative assessment data to monitor student progress.

**Description:**

### Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

**Name:** Formative Assessments

**Description:** Each grade level will utilize common formative assessments for ELA and Math. Assessment results will be examined by the grade level teachers and instructional adjustments will be made as needed.

**Name:** Collaborative Teams

**Description:** Grade level teams and interdisciplinary teams will meet regularly to monitor student progress and plan instruction. Teams will establish and utilize norms for collaboration and protocols for examining student work.

**Name:** Targeted intervention

**Description:** Every student below the 35th percentile in ELA as measured by DIBELS, MAPs and CMAS will receive target intervention 2-4 times per week targeting their area of need(s).

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

## Improvement Plan Information

Additional Information about the school

### Comprehensive Review and Selected Grant History

#### Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

*No*

#### School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

*No*

#### External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

*No*

## Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
- Title I Focus School
- Tiered Intervention Grant (TIG)
- Colorado Graduation Pathways Program (CGP)

School Improvement Support Grant

Other

## School Contact Information

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## Narrative on Data Analysis and Root Cause Identification

### Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

*Rice Elementary is located in Wellington, Colorado. Rice is one of two Poudre School District elementary schools located in the small town of Wellington. Rice is home to approximately 450 students in K-5 and also houses 4 early childhood classes. Approximately 30% of the K-5 students qualify for free or reduced meal benefits. The student body is predominantly Caucasian with 10% Hispanic and 3% other. Class sizes at Rice range from 13 students in a half-day kindergarten to 28 students in some intermediate classrooms. We have 3 licensed teachers per grade level along with 2 interventionist who split their time between reading intervention and either G/T or ELD. Additionally, we have 2 special education teachers and 4 full time specials teacher, including a full time Science teacher.*

*Rice has always received a rating of "Performance" on the SPF. In the last 5 years, student performance on state and local assessments has slowly but steadily increased. During the last 3 years, Rice has ranked in the top 20-50% of the district schools on state tests. Our results on CMAS showed a slight decline in this ranking. Due to this decline, the staff at Rice has begun the process of analyzing our educational practices including the use of standards based formative assessments, instructional delivery, use of learning time, and quantity of rigorous learning opportunities.*

*The examination of the above practices have informed the writing of this UIP. All licensed teachers were part of the initial discussions, followed by intensive work by the school leadership team and the School Accountability Committee, comprised of 8 parents, 2 teachers, and 2 administrators. The final version was approved by all staff and the members of SAC prior to submission.*

## **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:** ELA: 60% of our students will meet or exceed expectations (12% increase from last year)

Math: 55% of our students will meet or exceed expectations (12% increase from last year)

K-3 Reading: 85% of students will meet or exceed benchmark on DIBELS

**Performance:**

### **Academic Achievement (Status) Reflection**

*We set our previous targets based on the prior years' performance of our students on TCAP. We chose these targets on the assumption that students would perform at a similar level with reasonable growth compared to other students in the state. However, our performance relative to other schools in our district and the state showed some decline. This has resulted in reflection on our practice and root cause analysis by the staff. Teams are in the process of examining the state standards in more depth and designing daily learning activities that require high level, complex thinking leading to a better conceptual understanding.*

### **Performance Indicator: Academic Growth**

**Prior Year Target:** ELA--50%ile

Math--50%ile

**Performance:**

## **Academic Growth Reflection**

*No growth targets were set.*

## **Performance Indicator: Disaggregated Achievement**

### **Disaggregated Achievement Reflection**

- 

## **Performance Indicator: Disaggregated Growth**

### **Disaggregated Growth Reflection**

*No growth gaps targets were required.*

## **Performance Indicator: English Language Development and Attainment**

### **English Language Development and Attainment Reflection**

## **Performance Indicator: Other**

### **Other Reflection**

- 

## **Performance Indicator: Postsecondary & Workforce Readiness**

## Postsecondary & Workforce Readiness Reflection

N/A

## Performance Indicator: Student Behavior

### Student Behavior Reflection

- 

## Performance Indicator: Student Engagement

### Student Engagement Reflection

## Current Performance

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

*Federal and state expectations were met. However, our goal is to improve our performance in all areas of CMAS resulting in restoring our ranking within Poudre School District over the next 2 years.*

## Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

## Additional Trend Information:

## Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

## Relationship of UIP Elements

### Priority Performance Challenges

### Root Cause

*Student growth*



Lack of common expectations regarding instructional practices  
Lack of formative assessment data to monitor student progress.





**Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:**

Student growth is a priority although we met all targets.

**Provide a rationale for how these Root Causes were selected and verified:**

The root cause was determined through an analysis of our 2015 CMAS and MAPS data.

**Additional Narrative / Conclusion**

Although we have no priority performance challenges that need to be addressed, we will be addressing our drop in percentile ranking and will make needed adjustments.

## Section IV: Target Setting, Major Improvement Strategies and Action Plans

### Target Setting

**Directions:** Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

**Priority Performance Challenge : Student growth**

## Planning Form

**Major Improvement Strategy Name:**

Formative Assessments

**Major Improvement Strategy Description:**

Each grade level will utilize common formative assessments for ELA and Math. Assessment results will be examined by the grade level teachers and instructional adjustments will be made as needed.

**Associated Root Causes:**

**Lack of formative assessment data to monitor student progress.:**

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
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### Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
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**Major Improvement Strategy Name:**

Collaborative Teams

**Major Improvement Strategy Description:**

Grade level teams and interdisciplinary teams will meet regularly to monitor student progress and plan instruction. Teams will establish and utilize norms for collaboration and protocols for examining student work.

**Associated Root Causes:**

**Lack of common expectations regarding instructional practices:** Teams need to solidify expectations and share instructional practices that produce student growth.

**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
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**Implementation Benchmark Associated with MIS**

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**Major Improvement Strategy Name:**

Targeted intervention

**Major Improvement Strategy Description:**

Every student below the 35th percentile in ELA as measured by DIBELS, MAPs and CMAS will receive target intervention 2-4 times per week targeting their area of need(s).

**Associated Root Causes:**

**Lack of formative assessment data to monitor student progress.:**

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Assessment	Benchmark assessments for all students 3 times/year	09/06/2016 05/19/2017	MAPS, DIBELS, STAR	Classroom teachers and Interventionists	In Progress	This School Year
Data Review	Data will be reviewed every 3-6 weeks and instruction adjusted as needed.	09/26/2016 05/22/2017	Data Protocols	Classroom teachers, Interventionists, Administrators	In Progress	This School Year
Progress Monitoring	All students beneath the 35th percentile will be progress monitored weekly or bi-weekly	09/30/2016 05/19/2017	DIBELS, STAR, CBM's	Classroom teachers and Interventionists	In Progress	This School Year

### Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
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### Addenda

### Attachments List

