

Colorado's Unified Improvement Plan for Schools

Fossil Ridge High School UIP 2021-22 | School: Fossil Ridge High School | District: Poudre R-1 | Org ID: 1550 | School ID: 3105 | Framework: Performance Plan: Low Participation | Draft UIP

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Executive Summary



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- *Literacy Median Growth*



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- Mathematics Median Growth

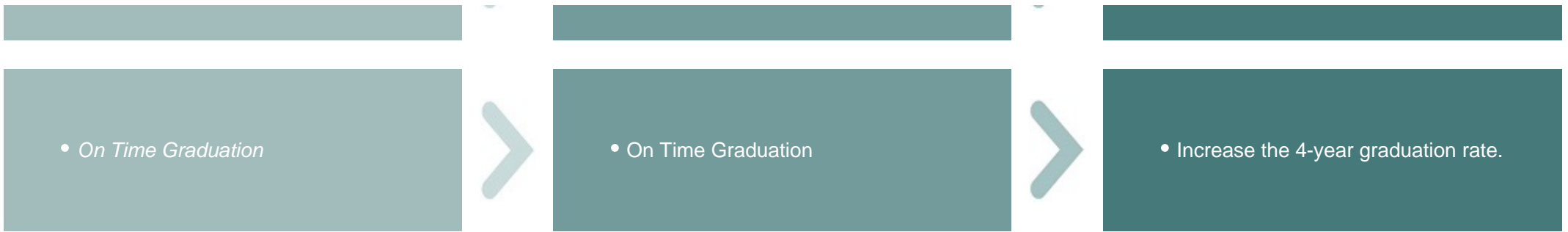
- Literacy Median Growth



Major Improvement Strategies

- Refine instruction, assessment, placement, and intervention in math.

- Refine instruction, assessment, placement, and intervention in ELA.



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

Improvement Plan Information

Additional Information about the school

Fossil Ridge High School opened in 2004. Focus areas are in math, ELA, and ontime graduation. Data analysis of graduation rates, credit completion, connections survey data, state assessment scores and discipline data are involved in the development, review, and implementation of our UIP major improvement strategies and actions steps. Fossil Ridge exceeds the measures for academic performance and post secondary readiness. Fossil Ridge meets the measure for academic growth. Fossil Ridge provide a comprehensive high school experience that include electives, AP courses, concurrent enrollment courses, CTE pathways, STEM programming, over 56 clubs and 25 Varsity and Unified Special Olympics athletic programs.

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

State Performance Indicators and UIP Process

Fossil Ridge High School is located in Fort Collins, Colorado. The process for development of our UIP includes discussions with departments, counselors, and MTSS coordinators input regarding action steps and implementation of improvement strategies at the classroom level. Our process also includes the overview/input from our School Accountability Committee members. We collaboratively examine existing improvement strategies and their impact upon student achievement, and recommend additional improvement strategies for implementation the following year(s). School performance framework data is unavailable for the 2020 - 2021 and 2021-2022 school years. In addition, there is no state assessment data available from the 2020state assessment cycle for PAST 9, 10, SAT, or CMAS.

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).

Systems are in place for referring, monitoring and communicating about students in need of social-emotional and academic supports. The instructional format of supports due to COVID-19 protocols, remote learning, and the impact on student mental health and academic growth is still be monitored. Continued refinement and adjustments will occur as needed over the next two year to address changes affecting the success of this system.

Intervention courses, placement systems, and supports were in place. COVID-19 protocols, remote learning, and lack of in-person supports over 15 months impacted student participation, instructional pacing, and continued progress towards our major improvement strategies in math and ELA.

On-time graduation rates are a priority for our school. Our current data shows that our on-time, 4 year graduation rate from the class of 2020 was 94.6% overall. Analysis by ethnicity shows gaps in our graduation rates. Asian students 100%; White students 95.5%; Black students 90%; Latin X students 81.1%.

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

Student academic and social-emotional referral systems will continue to be utilized via our electronic submission process. MTSS teams, counselors, and deans will direct the response and adjustments to support for each student referral as appropriate for the concern.

Deans and administration will review discipline data quarterly, analyzing discipline gaps and risk ratios by ethnicity. Current data shows higher risk ratios for students in our Black and Hispanic/Latin X populations in relation to the rest of our subgroups. Alternatives to suspension and family partnerships will be prioritized for these populations with intentional emphasis on partnering with families to learn about backgrounds and experiences that may be impacting

their success and behaviors at school.

Over the next two years Fossil will implement restorative practices in classrooms and disciplinary events when addressing student behaviors. Professional development will be provided annually for teachers to use the 4 guiding questions of restorative practices to engage in problem-solving conversations with students before making formal discipline referrals. Deans will implement restorative practices and alternatives to suspension with a priority on teaching and learning to address code of conduct violations to do not have a direct threat to the safety or our school.

Administration will analyze off track graduation lists and counselors will develop plans for each student for credit recovery and support for on-time graduation.

Administration will analyze students grades building-wide and share this information with counselors. Counselors will meet with students who have 3 or more Fs with the purpose of determining barriers to success and making adjustments, coordinating meetings with multiple teachers, student, and family during parent teacher conferences, and make course changes as needed. Counselors will meet with students in our Black and Hispanic/Latin X populations who have 2 or more Fs. These groups of students are not graduating at the same rate as our other student population sub-groups increased, targeted supports will be provided earlier as the data also shows they are not completing credit recovery and catching back up at the same rate as students in other sub-groups.

Connections survey data will be reviewed annually. Counselors will me 1:1 with students who report a concern with their ability to graduate on-time in the survey. Counselors will listen to the concerns and help provide them with a pathway towards online graduation.

Fossil Ridge will utilize a 4x4 traditional block schedule over the next two years. Students failing math and ELA courses at the end of quarter 1 and semester 1 will be targeted for placement in credit recovery options for these courses in second semester of the same school year. The ultimate goal will be to provide students with the opportunity to catch back up in math and ELA within the same academic school year. This process will be implemented on a space available basis in math and ELA courses that are not already full to the maximum seating capacity.

Fossil Ridge Administration will provide building-wide structures for ICAP and menu of options completion. Designated time during the school day will be provide throughout the year for students in grades 9-12 to complete their ICAP milestones that are required by CDE for graduation. Counselors will run tracking reports at the beginning of a student's Senior year and then quarterly to determine the list of students who also still need to meet one of the menu options required for graduation. Communication to students and families will be given, along with several options for completing a menu option before graduation.

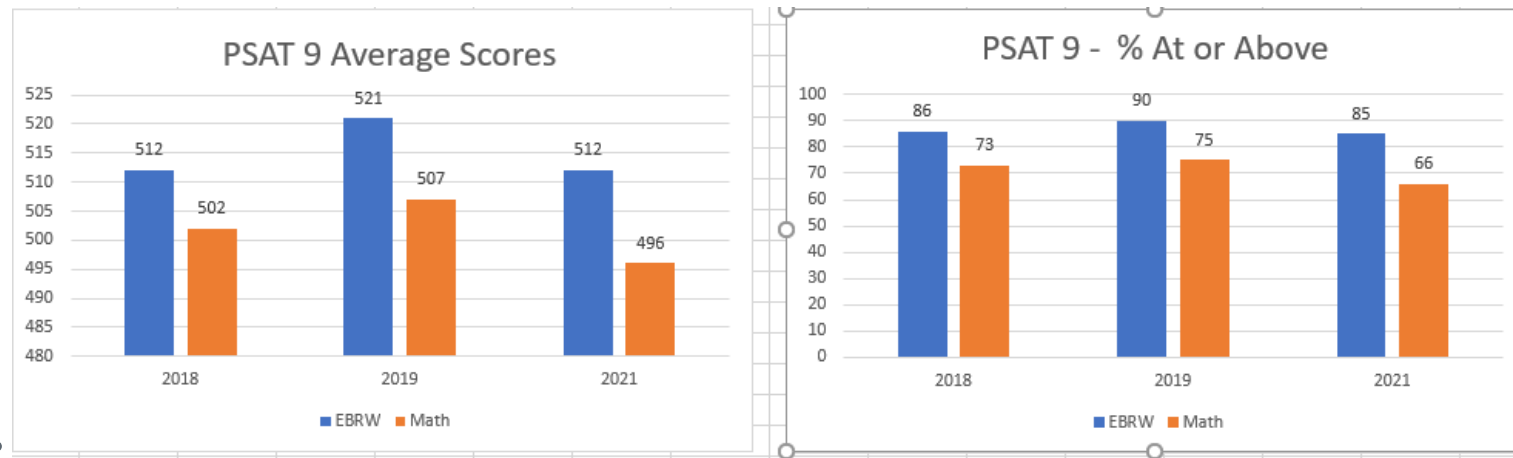
Staffing allocation will be given annually over the next 2 years online credit recovery options. Operating budget will be spent on purchasing online courses

for students for credit recovery. One teacher will be allocated to teach a 0 period quarterly each year in addition to 3 periods during the school day each year.

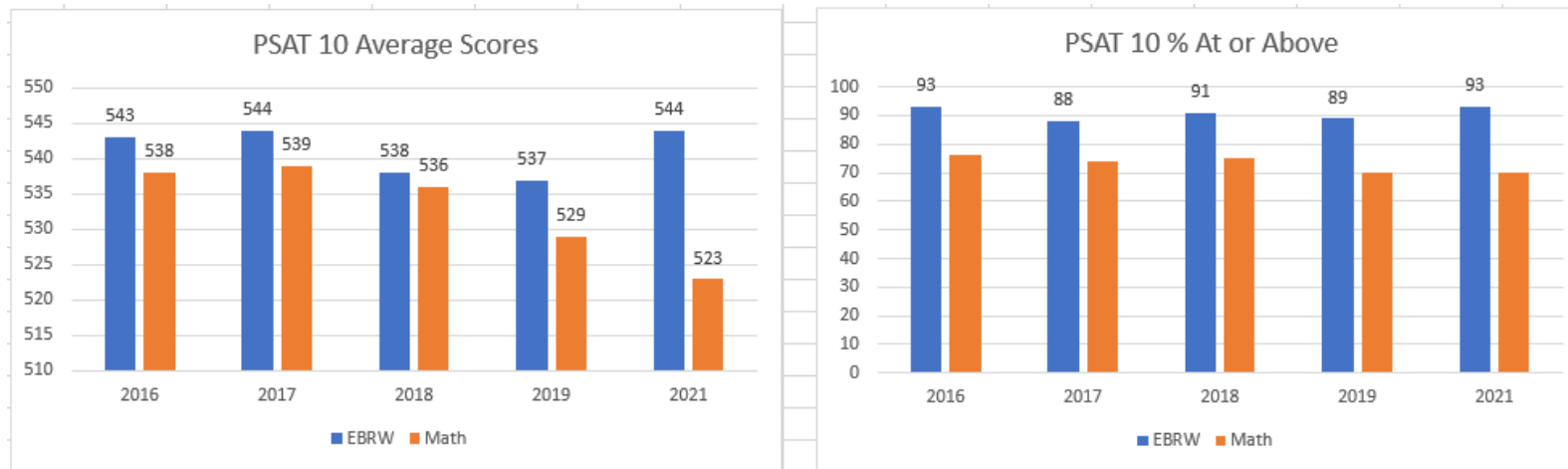
Staffing allocation will be given annually over the next 2 years for students with time to complete work during the school day, organization, grade monitoring, assignment submission, and intensive SEL teacher. One teacher will be allocate to 3 periods of Mind Center and/or Discovery course each quarter. At least 1 period for one quarter of that time will designated for Discovery program instruction. Staff will be trained accordingly and building funds will be allocated to support the PD needed.

Connections qualitative response data regarding student to adult connections will be analyzed annually. Themes will be shared with SAC members and school staff. Identification of responses from students that fall 5% below the district outcome cut scores will be shared with staff as an area of focus for. Teachers identified by students as an adult who have inspired them will be recognized annually for the next 2 years.

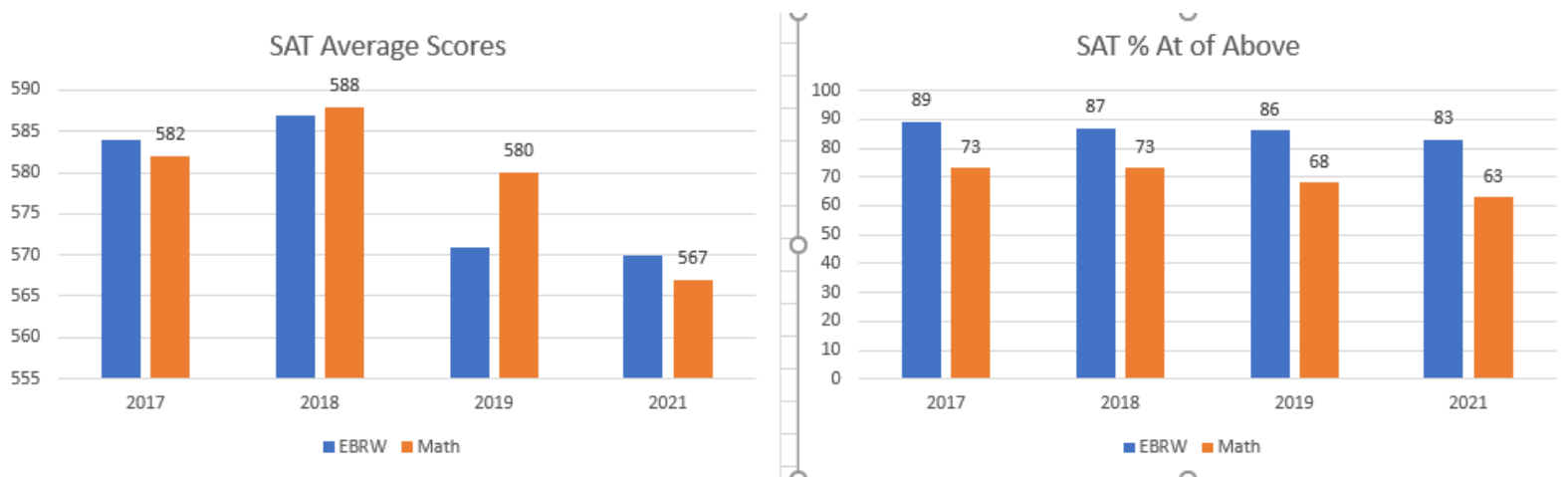
Current Performance



Continue to work towards increasing % at or above for PSAT 9. Scores exceed state and district %. Scores exceed expectation for academic achievement and meet expectations for growth.

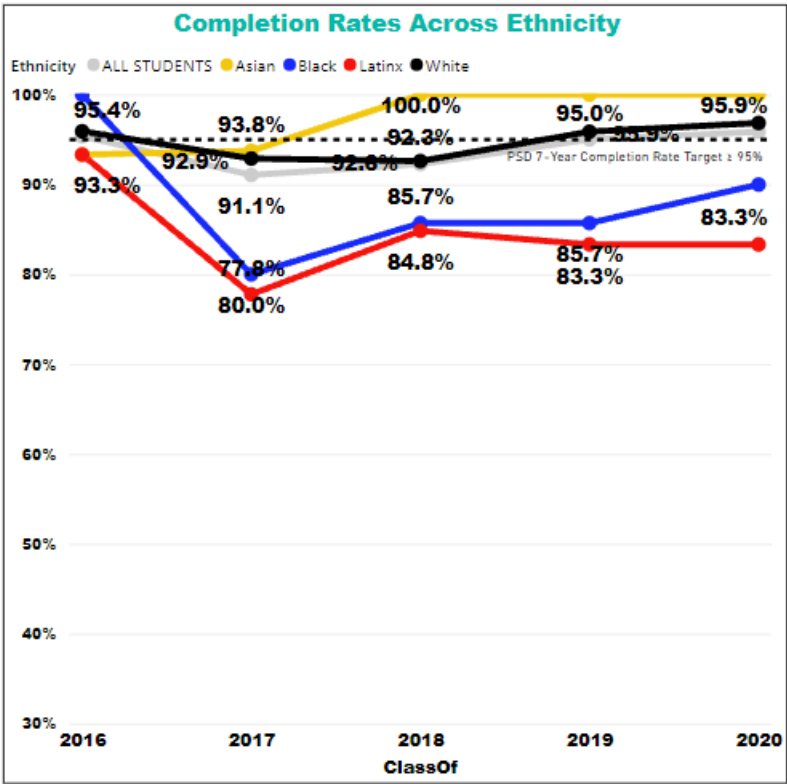
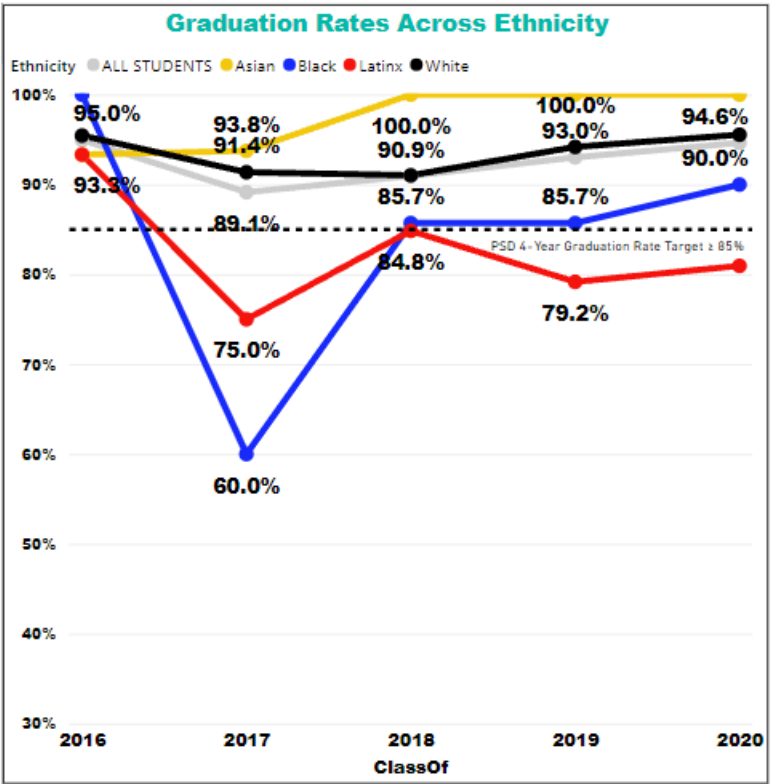


Continue to work towards increasing % at or above for PSAT 10. Scores exceed state and district %. Scores exceed expectation for academic achievement and meet expectations for growth.



Continue to work towards increasing % at or above for PSAT 10. Scores exceed state and district %. Scores exceed expectation for academic achievement and meet expectations for growth.

District/School: **Fossil Ridge High School**
 Timeframe (Years to Finish): **4**
 Class Of...: **Multiple selections**
 Ethnicity: **Multiple selections**



Focus on increasing graduation rates overall and decreasing graduation gap % for Black and Latin X students. Scores exceed post-secondary and workforce readiness indicators.

Additional Trend Information:

PSAT 9 average scores and % at or above made a slight decline in 2021 in math and EBRW. EBRW - 521 in 2019 to 512 in 2021; 90% in 2019 to 66% in 2021. Math - 507 in 2019 to 496 in 2021; 75% in 2019 to 66% in 2021.

PSAT 10 EBRW average scores and % at or above made a slight improvement in 2021, while math average scores made a slight decline and % at or above maintained in 2021. EBRW - 537 in 2019 to 544 in 2021; 89% in 2019 to 93 in 2021 Math - 529 in 2019 to 523 in 2021; 70% in 2019 to 70% in 2021.

SAT average scores and % at or above made a slight decline in 2021 in math and EBRW. EBRW - 586 in 2019 to 570 in 2021; 86% in 2019 to 63% in 2021. Math - 580 in

2019 to 567 in 2021; 68% in 2019 to 63% in 2021.

Graduation rates in all categories increased between 2019 and 2020. Graduation rates for 2021 are unavailable at this time.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Mathematics Median Growth



PSAT/SAT: Current Median growth data if unavailable. Fossil Ridge will continue to focus on increasing growth scores for all students. Fossil Ridge will also work to bring student performance scores and % at or above to previous levels seen in 2019. Median growth in mathematics decreased from 57 in 2018, to 54 in 2019. Fossil Ridge High School will continue to focus on increasing median growth to maintain scores above the 50th growth percentile. Minority student free reduced lunch subgroup median growth increased from 44.5 in 2018 to 51 in 2019; minority subgroup median growth increased from 55.5 in 2018 to 60 in 2019; students with disabilities subgroup median growth increased from 41 in 2018 to 56 in 2019. Fossil Ridge will focus on maintaining growth above the 50th percentile and improving the median growth percentile of subgroups. PSAT to SAT: Fossil Ridge will work to maintain PSAT to SAT growth at or above the 50th percentile.

Root Cause: Mathematics Median Growth



Mathematics: COVID-19 impacts on learning and still be understood. The format of instruction and shift in and out of remote learning over 15 months were not conducive to high student engagement and participation. FRHS continues to refine formative assessment activities focusing on providing feedback that is timely and specific, and incorporating student self-assessment processes. FRHS continues to implement student placement and intervention processes/supports for struggling students and subgroup populations.

Priority Performance Challenge: Literacy Median Growth



PSAT/SAT: Current Median growth data if unavailable. Fossil Ridge will continue to focus on increasing growth scores for all students. Fossil Ridge will also work to bring student performance scores and % at or above to previous levels seen in 2019. Median growth in EBRW decreased from 57 in 2018 to 50 in 2019, still meeting growth targets. Fossil Ridge High School will continue to focus on increasing median growth above the 50th percentile. Free reduced lunch subgroup median growth decreased from 58 in 2018 to 51 in 2019. Minority student subgroup median growth decreased from 58 in 2018 to 52 in 2019. Fossil Ridge will continue to focus on growth at or above the 50th percentile for all subgroups. PSAT to SAT: Fossil Ridge will work to maintain PSAT to SAT growth at or above the 50th percentile.

Root Cause: Literacy Median Growth



ELA: COVID-19 impacts onlearning and still be understood. The format of instruction and shift in and out of remote learning over 15 months were not conducive to high student engagement and participation. FRHS continues to refine formative assessment activities focusing on providing feedback that is timely and specific, and incorporating student self-assessment processes. FRHS continues to implement student placement and intervention processes/supports for struggling students and subgroup populations.



Priority Performance Challenge: On Time Graduation

The 4-year graduation rate increased from 89.1% in 2018, to 90.9% in 2019, and to 94.6% in 2020. Fossil Ridge will maintain on-time graduation practices to continue to increase the 4-year graduation rate.

Root Cause: On Time Graduation



COVID-19 impacts onlearning and still be understood. The format of instruction and shift in and out of remote learning over 15 months were not conducive to high student engagement and participation, causing many students to fall off track for on-time graduation. FRHS continues to refine student placement and intervention processes/supports for struggling students and subgroup populations. FRHS continue to refine and implement their student placement and intervention/processes that support students. MTSS systems involve a core group of content area teachers, and the referral and monitoring processes are continuing to be refined.

Magnitude of Performance Challenges and Rationale for Selection:



These challenges are a priority because we want all students to maintain academic growth benchmarks at or above the 50th percentile, and to graduate within 4 years. On time graduation is a direct correlation to academic success in math and ELA.

Magnitude of Root Causes and Rationale for Selection:



Verification of Root Causes: What evidence do you have for your conclusions?

Mathematics:

Formative assessment process, feedback to students, and student-self assessment practices are under development but not implemented in all units. Students continue to struggle in math classes, they continue to fail, and their placements need to be changed.

Literacy (Reading and Writing):

Not all standards have been broken down into student-friendly language that is clear and can be used for self-assessment purposes. A collaborative placement process has been developed and is being refined. Formative assessment process, feedback to students, and student-self assessment practices are under development but not implemented in all units.

"On Time" Graduation:

Students continue to fail graduation requirements. Our MTSS process includes more intervention support, on-time tracking processes, and teacher collaboration but continues to be refine communication processes with stakeholders.

Action Plans

Planning Form



Refine instruction, assessment, placement, and intervention in math.

What will success look like: Students achieve at or above 50th median growth percentile, pass math courses each year, and remain in their course placements.

Associated Root Causes:

Mathematics Median Growth:



Mathematics: COVID-19 impacts on learning and still be understood. The format of instruction and shift in and out of remote learning over 15 months were not conducive to high student engagement and participation. FRHS continues to refine formative assessment activities focusing on providing feedback that is timely and specific, and incorporating student self-assessment processes. FRHS continues to implement student placement and intervention processes/supports for struggling students and subgroup populations.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Collaboration - Identification of PSAT/PSAT questions where 50% or more of the students answered incorrectly and adjust pacing and instructional activities to address the topics/standards	10/01/2021 09/30/2023	Administration & Math Teachers	

adjustments



Intervention courses

Course offerings in the master schedule - Annually Spring Semester

10/01/2021
09/30/2023

Administration & Math Teachers



Collaboration & Instructional Activities

Collaboration - Inquiry questions driven focusing teacher choice of formative assessment, clarify of standards, selecting priority standards, verticle alignment of curriculum, pacing adjustments for 4x4 instruction, equitable grading, classroom culture and behavior expectations, teacher feedback, student self-assessment

10/01/2021
09/30/2023
Quarterly

Math Teachers & All Teachers




Supporting SEL & academic supports for students in math intervention courses

Staffing Plan allocation, collaboration with feeder middle schools & data analysis - Annually Spring Semester - Adjustments Fall Semester - Refine math placement processes for 9th grade and maintain supports to monitor student behavior and SEL needs of students in intervention courses in order to maximize instructional time in the classroom.

10/01/2021
09/30/2023

Administration, Counselors & Math Teachers

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 <p>Collaboration & Instructional Activities</p>	<p>Regular time set aside for Inquiry questions driven focusing teacher choice of formative assessment, clarify of standards, selecting priority standards, verticle alignment of curriculum, pacing adjustments for 4x4 instruction, equitable grading, classroom culture and behavior expectations, teacher feedback, student self-assessment</p>	<p>10/31/2019 09/30/2023</p>	<p>Collaboration Time & Professional Development</p>	<p>Math Teachers & All Teachers</p>	

Administration,



Intervention Systems

Continue to math placement processes for 9th grade and maintain supports to monitor student behavior and SEL needs of students in intervention courses in order to maximize instructional time in the classroom.

10/31/2019
10/01/2021

Staffing Allocation
Time/Communication
with Feeder Systems

Math Teachers,
Feeder System
Middle School
Math Teachers &
Counselors



Intervention courses prioritized for staffing plan to meet the needs of students

Continue implementation of Pre-Algebra, Algebraic Skills, and Algebra & Geometry 1A/1B, Discrete, and Data Analysis course offerings

10/01/2021
09/30/2023

Staffing allocations
annually. Intentional
class size
adjustments for
Pre-Algebra

Administration &
Math Teachers



Instructional Activities

Math vertical articulation review of pacing and gaps in content. Administration will analyze PSAT/PSAT questions where 50% or more of the students answered incorrectly and provide to impacted departments. Teachers will adjust pacing and instructional activities to address the topics/standards, question formats, future question replication

10/01/2021
09/30/2023

Department Rotation
Collaboration Time

Administration,
Math Teachers,
Social Studies
Teachers,
Science Teachers



Refine instruction, assessment, placement, and intervention in ELA.

What will success look like: Students maintain student growth at or above the 50th median growth percentile, intervention strategies will be developed, and placement systems will be developed.




Associated Root Causes:


Literacy Median Growth:



ELA: COVID-19 impacts on learning and still be understood. The format of instruction and shift in and out of remote learning over 15 months were not conducive to high student engagement and participation. FRHS continues to refine formative assessment activities focusing on providing feedback that is timely and specific, and incorporating student self-assessment processes. FRHS continues to implement student placement and intervention processes/supports for struggling students and subgroup populations.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Curriculum Adjustments	Priority standards in English 9, 10, 11. SAT questions analysis and adjustments.	10/01/2021 09/30/2023	Administration & ELA Teachers	
 Collaboration & Instructional Activities	Inquiry questions driven focusing teacher choice of formative assessment, clarify of standards, selecting priority standards, verticle alignment of curriculum, pacing adjustments for 4x4 instruction, equitable grading, classroom culture and behavior expectations, teacher feedback, student self-assessment.	10/01/2021 09/30/2023 Quarterly	ELA Teachers & All Teachers	
 Supporting SEL & academic supports for students in ELA intervention courses	Staffing plan allocation, collaboration with feeder middle schools & data analysis - Annually Spring Semester - Adjustments Fall Semester - Refine ELA placement processes for 9th grade & 10th grade	10/01/2021 09/30/2023	Administration, Counselors & ELA Teachers	
	FR English 9 and FR English 10 course offerings in the master	10/01/2021	Administration & ELA Teachers	

Intervention courses	schedule - Annually Spring Semester	09/29/2023			
	Institute time for cross-curricular areas to share writing practices and rubrics for teaching and supporting writing across content areas. Gather rubrics across the school. Administration analyze for common writing components across subject areas as an option for those without rubrics in place.	10/01/2021 09/30/2023		Administration & All Teachers	
Collaboration & Instructional Activities					

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	9th grade priority standards create priority standards 2020-2021. New curriculum adoptions and priority standards in 10th grade 2020-2021; Priority standards in 11th grade 2022-2023. Administration will analyze PSAT/PSAT questions where 50% or more of the students answered incorrectly and provide to impacted departments. Teachers will adjust pacing and instructional activities to address the topics/standards, question formats, future question replication.	10/01/2021 09/30/2023	Collaboration Time & Professional Development	Administration & ELA Teachers, Science Teachers, Social Studies Teachers	
Collaboration & Instructional Activities					
	Incorporate formative assessment, teacher feedback, and student self-assessment processes in all courses	10/01/2021 09/30/2023	Collaboration Time & Professional Development	ELA Teachers & All Teachers	
Collaboration & Instructional Assessment Processes					
	Refine placement practices for students in 9th and 10th grade	10/01/2021 09/30/2023	Staffing & Collaboration	Administration, ELA teachers, Feeder System	

Intervention
Systems

Time/Communication
with Feeder Systems
Middle School
ELA Teachers &
Counseling



Intervention
Courses

Continue implementation of FR English 9 and FR English 10
intervention course offerings

10/01/2021
09/30/2023

Staffing Allocation
Anually

Administration &
ELA Teachers

Prioritized to Meet
Needs of Students



Collaboration &
Instructional
Activities

Institute time for cross-curricular areas to share practices for
teaching and supporting writing across content areas.

10/01/2021
09/30/2023

Collaboration Time &
Professional
Development

All Teachers &
Administration



Increase the 4-year graduation rate.

What will success look like: Systems will be refined to address social-emotional and academic supports for students. Teachers and counselors will implement the referral, monitoring, and communication systems for students.





Associated Root Causes:

On Time Graduation:









COVID-19 impacts onlearning and still be understood. The format of instruction and shift in and out of remote learning over 15 months were not conducive to high student engagement and participation, causing many students to fall off track for on-time graduation. FRHS continues to refine student placement and intervention processes/supports for struggling students and subgroup populations. FRHS continue to refine and implement their student placement and intervention/processes that support students. MTSS systems involve a core group of content area teachers, and the referral and monitoring processes are continuing to be refined.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Social-Emotional Support Systems	Annual review of systems for students to access counseling and wellness center supports and placement in Mind Center, Discovery courses, building-wide SEL instruction,	10/01/2021 09/30/2023	Counseling, Mind Center Teachers & All Teachers	
 Academic Supports	Credit Recover and Additional Support allocations, data analysis.	10/01/2021 09/30/2023	Administration, Mind Center Teachers & Counseling	
 Student Academic & Social-emotional Referral Systems	Quarterly review of data, restorative practice implementation building-wide, alternative to suspension	10/01/2021 09/30/2023 Quarterly	Counseling, Deans, Administration & All Teachers	
 Implement continuous monitoring and communication systems for on-time graduation	Monthly meetings with counseling, data analysis, building-wide systems for ICAP completion, credit recovery adjustments,	10/01/2021 09/30/2023 Monthly	Counseling, Administration & All Staff	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Academic Supports	<p>Implement credit recovery options. Staffing online 0 period and 3 periods annually. Mind Center/Discovery combo staffing 3 period annually of either. Analyze connections data and identify inspiring teachers with recognition for them, highlight and focus on items that fall 5% below district outcome cutscores, qualitative analysis of student response to teacher to student connections and look for themes.</p>	<p>10/31/2019 10/01/2021</p>	<p>Master Schedule & Staffing Plan/Budget</p>	<p>Administration, Counselors, Online & Mind Center Teachers</p>	
 Social-Emotional Support Systems	<p>Wellness center grant renewal application. SEL lessons school-wide throughout the year</p>	<p>10/31/2019 10/01/2021</p>		<p>Administration, Counselors & Advisory Teachers</p>	
 Graduation Tracking	<p>Semester & annual credit reviews and tracking to determine student who are off-track for graduation. Implement student support meetings for students who are off-track. Adjust course enrollments and ensure there is a graduation plan for all students in 12th grade. Students failing math and ELA at end of 1st quarter and 1st semester placed in credit recovery options 2nd semester.</p>	<p>10/01/2021 09/30/2023</p>		<p>Administration & Counselors</p>	
 Student Academic & Social-emotional Referral Systems	<p>Implementation of restorative practices. Annual PD with staff. Dean implementation as part of the discipline process. Alternative to suspension and intentional use with high risk ration student sub groups.</p>	<p>10/01/2021 09/30/2023</p>	<p>PD Time</p>	<p>Administration , Deans, All Teachers</p>	
 Monitoring and	<p>Analyze off track graduation lists, plan and adjust courses for each student. Analyze graduation rates by ethnicity and review gaps. Counselor meetings with students who have 3 Fs and students who have 2Fs in graduation gap subgroups by</p>	<p>10/01/2021</p>		<p>Admin,</p>	

action systems for on-time graduation	ethnicity. Building-wide support of ICAP completion in classes. Analyze Connections data and counselors meet with students who respond that they are unsure they will graduate on time in the survey. Help build a vision and pathway with those students.	09/30/2023	Counselors & All Teachers
	Analyze discipline data. Monitor discipline risk ratios by ethnicity. Focus on alternatives to suspension for those groups. Focus on connection with families to understand barriers and backgrounds affecting student behavior.	10/01/2021 09/30/2023	Administration & Deans
Student Support Systems			

School Target Setting

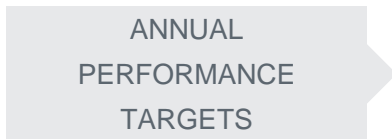


Priority Performance Challenge : Mathematics Median Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:



2021-2022: At or above 50th growth percentile for all subgroups

2022-2023:

INTERIM MEASURES FOR 2021-2022:

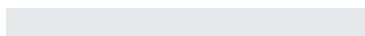


Priority Performance Challenge : Literacy Median Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELP



ANNUAL
PERFORMANCE
TARGETS

2021-2022: At or above 50th growth percentile in all subgroups

2022-2023:

INTERIM MEASURES FOR 2021-2022:



Priority Performance Challenge : On Time Graduation



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

ANNUAL
PERFORMANCE
TARGETS

2021-2022: 100% graduation rate

2022-2023:

INTERIM MEASURES FOR 2021-2022: