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**FOSSIL
RIDGE**

HIGH SCHOOL District: **POUDRE R-1** | Org ID: **1550** | School ID: **3105** | Framework: **Performance**
UIP 2017-18 Plan: **Low Participation** | **Draft UIP**

Colorado's Unified Improvement Plan for School

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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: Mathematics Median Growth

Description: CMAS: Median growth in mathematics increased from 34.5 in 2016, to 45.5 in 2017. Fossil Ridge High School will continue to focus on increasing median growth to meet the 50th growth percentile. Minority student subgroup median growth declined from 31 in 2016 to 28 in 2017. Fossil Ridge will focus on improving the median growth percentile of the subgroup. PSAT to SAT: Fossil Ridge will work to maintain PSAT to SAT growth at or above the 50th percentile.

Name: Literacy Median Growth

Description: CMAS: Median growth in ELA increased from 61 in 2016, 61.5 in 2017. Fossil Ridge High School will continue to focus on increasing median growth to mainly growth at or above the 50th percentile. Minority student subgroup median growth declined from 76.5 in 2016 to 62 in 2017. Fossil Ridge will continue to focus on growth at or above the 50th percentile for this subgroup. PSAT to SAT: Fossil Ridge will work to maintain PSAT to SAT growth at or above the 50th percentile.

Name: On Time Graduation

Description: The graduation rate for Fossil Ridge maintained a 95.9%, 7-year graduation rate, and increased the 4-year graduation rate from 89.6% in 2016, to 95% in 2017. Fossil Ridge will maintain on-time graduation practices to continue to increase the 4-year graduation rate.

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: Mathematics Median Growth

Description: Mathematics: FRHS has not mastered alignment of instructional tasks and formative assessments with math standards. FRHS has not mastered their student placement and intervention processes/supports for struggling students and subgroup populations.

Name: Literacy Median Growth

Description: ELA: FRHS has not mastered formative assessment, feedback, and student self-assessment processes. FRHS has not mastered their student placement and intervention processes/supports for struggling students and subgroup populations.

Name: On Time Graduation

Description: FRHS has not mastered their student placement and intervention/processes that support students. MTSS systems do not involve all teachers, and the referral and monitoring processes need to be evaluated and refined.

Major Improvement Strategies

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

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

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

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

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

Name: Increase the 4-year graduation rate.

Description: 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.

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?

N/A

School Support Team or Expedited Review

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

N/A

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.

N/A

Improvement Plan Information

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

State Accreditation

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.

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). We **Exceeded** state expectations on our School Performance Framework for Academic Achievement and Postsecondary and Workforce Readiness. We **Meet** expectations on Academic Growth and Accountability Participation Rate.*

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.

Grade Level Performance:

PERFORMANCE

CMAS:

All Students Group:

***Exceeds** the state percentile rank expectations in English Language Arts, Mathematics, and Science*

PSAT:

All Students Group:

***Exceeds** the state percentile rank expectations in English Language Arts, Mathematics, and Science*

CMAS:

All Students Group:

***Meets** the state percentile rank expectations in English Language Arts with a median growth percentile of 61.5, and a 51.6% participation rate.*

***Approaching** the state percentile rank expectations in Math with a median growth percentile of 45.5, and a 51.4% participation rate.*

GROWTH

PSAT to SAT:

All Students Group:

***Meets** expectations for both Evidence-Based Reading & Writing with a median growth percentile of 62, and a 92% participation rate.*

Meets expectations for Math with a median growth percentile of 61, and a 91% participation rate.

STUDENT GROUPS

CMAS:

Minority Students student group:

***Meets** expectations on the English Language Arts portion of the assessment, with a median growth percentile of 62, and a 60.2% participation rate.*

***Approaching** expectation on the Math portion of the assessment, with a median growth percentile of 28, and a 59.2% participation rate.*

All other sub groups:

Are under-represented on both of the English Language Arts and Math assessments.

PSAT to SAT:

Free/Reduced-Price Lunch Eligible student group:

***Approaching** on the English Language Arts portion of the assessment, with a median growth percentile of 45, and a 73.3% participation rate.*

***Approaching** on the Math portion of the assessment, with a median growth percentile of 45, and a 73.3% participation rate.*

Minority Students student group:

***Meets** expectations on the English Language Arts portion of the assessment, with a median growth percentile of 62, and a 91.5% participation rate.*

***Meets** expectations on the Math portion of the assessment, with a median growth percentile of 50, and a 91.5% participation rate.*

POST SECONDARY & WORKFORCE READINESS

SAT:

*Evidence-Based Reading & Writing **exceeds** state expectations*

*Math **exceeds** state expectations*

Graduation Rate:

All Student Population - 95.9%.

Dropout:

All Student Population - .3%

Additional Trend Information:

CMAS ELA: (51.5% participation)

- 61.5% MGP
- 67% of students **meet or exceed** state expectations for achievement
- 1% and .5% respective increase from 2015-2016, this is a notable trend

CMAS Math: (51.4% participation)

- Overall Math:
 - 45.5% MGP, which is higher than the district, but lower than the state
 - Students performing below benchmark increased from the 29 to 54.5 median growth percentile from 2015-2016, this is a notable trend

- Algebra 1:
 - 21% of students **meet or exceed** state expectations for achievement
 - 12% increase from 2015-2016, this is a notable trend
- Geometry:
 - 48% of students **meet or exceed** state expectations for achievement
 - 1% decrease from 2015-2016, this is a notable trend
- Algebra II:
 - 80% of students **meet or exceed** state expectations for achievement
 - 8% increase from 2015-2016, this is a notable trend

CMAS Science:

- 55% of students **meet or exceed** state expectations for achievement
- 4% increase from 2015-2016, this is a notable trend

PSAT:

- There is no reportable trend data for PSAT. 2016-2017 was the first year of test administration

SAT:

- There is no reportable trend data for SAT. 2016-2017 was the first year of test administration

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

Mathematics Median Growth

Mathematics Median Growth

Literacy Median Growth

Literacy Median Growth

Root Causes

Priority Performance Challenge: Mathematics Median Growth

Mathematics Median Growth

Mathematics: FRHS has not mastered alignment of instructional tasks and formative assessments with math standards. FRHS has not mastered their student placement and intervention processes/supports for struggling students and subgroup populations.

Priority Performance Challenge: Literacy Median Growth

Literacy Median Growth

ELA: FRHS has not mastered formative assessment, feedback, and student self-assessment processes. FRHS has not mastered their student placement and intervention processes/supports for struggling students and subgroup populations.

Priority Performance Challenge: On Time Graduation

On Time Graduation

FRHS has not mastered their student placement and intervention/processes that support students. MTSS systems do not involve all teachers, and the referral and monitoring processes need to be evaluated and refined.

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

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.

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

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

Mathematics:

Instructional units, lessons, and assessments from the math department are not 100% aligned with standards. 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. There is not a collaborative placement process with our feeder middle schools for incoming 9th grade students. There are no ELA intervention supports for all grade levels.

"On Time" Graduation:

Students continue to fail graduation requirements. Teachers communicate a lack of clarity and understanding of the MTSS process.

Action Plans

School 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 : Mathematics Median Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2017-2018:	At or above 50% growth percentile
	2018-2019:	At or above 50% growth percentile
Interim Measures for 2017-2018:		Fall and Spring MAPS in Algebra 1 and Geometry

Priority Performance Challenge : Literacy Median Growth

Priority Performance Challenge : On Time Graduation

Planning Form

Major Improvement Strategy Name:

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

Major Improvement Strategy Description:

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: FRHS has not mastered alignment of instructional tasks and formative assessments with math standards. FRHS has not mastered their student placement and intervention processes/supports for struggling students and subgroup populations.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Instructional activities	Align units and lessons with standards	08/21/2017 05/31/2018	Planning Time	Math Teachers	In Progress	Next School Year
Course Sequencing	Algebra and Geometry sequencing to include semester options of course completion to support transition to	08/21/2017 05/31/2018	Staffing	Administration & Math Teachers	In Progress	Next School Year

	Algebra II and credit recovery.					
Intervention Courses	Pre-Algebra & Algebraic Skills Course implementation	08/21/2017 05/31/2018	Staffing	Administration & Math Teachers	In Progress	Next School Year
Assessment Processes	Formative assessment feedback and student self-assessment continued alignment	08/21/2017 05/31/2018	Planning Time	Math Teachers	In Progress	Next School Year
Intervention Systems	Support student placements & skill gap identification and intervention for 9th grade students	08/21/2017 05/31/2017	Staffing	Math Teachers, Counselors & Administration	In Progress	Next 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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Major Improvement Strategy Name:

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

Major Improvement Strategy Description:

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: FRHS has not mastered formative assessment, feedback, and student self-assessment processes. FRHS has not mastered their student placement and intervention processes/supports for struggling students and subgroup populations.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
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Instructional Activities	Break down standards for clarity & align across grade levels	08/21/2017 05/31/2017	Planning time	ELA Teachers	In Progress	Next School Year
Assessment Practices	Provide formative assessment and student self-assessment activities aligned with clarified standards	08/21/2017 05/31/2017	Planning time	ELA Teachers	In Progress	Next School Year
Placement Processes	Develop a placement process for all grade levels	08/21/2017 05/31/2018		ELA Teachers, Counselors & Administration	Not Started	Next School Year
Intervention Systems	Interventions for additional support students in the classroom	08/21/2017 05/31/2018	Budget	ELA Teachers & Administration	In Progress	Next School Year
Intervention Courses	Implement additional ELA intervention courses	08/21/2017 05/31/2018	Staffing	ELA Teachers & Administration	Not Started	Next School Year
Intervention Systems	Implement a writing lab intervention system for 9th grade students	08/21/2017 05/31/2018	Staffing	ELA Teachers & Administration	In Progress	Next 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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Major Improvement Strategy Name:

Increase the 4-year graduation rate.

Systems will be refined to address social-emotional and academic

Major Improvement Strategy Description:

supports for students. Teachers and counselors will implement the referral, monitoring, and communication systems for students.

Associated Root Causes:

On Time Graduation: FRHS has not mastered their student placement and intervention/processes that support students. MTSS systems do not involve all teachers, and the referral and monitoring processes need to be evaluated and refined.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Social-Emotional Support Systems	Systems to access wellness center, mental health referrals, and placement in Discovery curriculum	08/21/2017 05/31/2018	Training of students and staff	Counselors, Peer Supports, Teachers & Administration	In Progress	Next School Year
Academic Supports	Online credit recovery, mind center course offerings	08/21/2017 05/31/2018	Staffing	Teachers, Counselors & Administration	In Progress	Next School Year
Communication Systems	3-tiered tacking & communication approach for attendance & grade concerns	08/21/2017 05/31/2018	Academic Support Time	Teachers, Counselors & Administration	In Progress	Next School Year
Student academic & social-emotional Referral Systems	Online referral form, process for two-way communication and follow-up	08/21/2017 05/31/2018	Technology	Teachers & Counselors	In Progress	Next School Year
Graduation Tracking	Annual credit review, notifications for off-track graduation	08/21/2017 05/31/2018	Classified Support	Counselors, Teachers, Classified & Administration	In Progress	Next School Year

beginning in
11th grade,
Impact
meetings
with parents

Implementation Benchmark Associated with MIS

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