

Colorado's Unified Improvement Plan for Schools

FOSSIL RIDGE HIGH SCHOOL UIP 2019-20 | 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

If we...

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.



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.



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.



Then we will address...

MATHEMATICS MEDIAN GROWTH

Description:

Mathematics: FRHS has not mastered formative assessment activities focusing on providing feedback that is timely and specific, and incorporating student self-assessment processes. FRHS continues to implement and refine their student placement and intervention processes/supports for struggling students and subgroup populations.



LITERACY MEDIAN GROWTH

Description:

ELA: FRHS has not mastered formative assessment activities focusing on providing feedback that is timely and specific, and incorporating student self-assessment processes. FRHS continues to refine their student placement and intervention processes/supports for struggling students and subgroup populations.



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 continued refinement.



Then we will change current trends for students

MATHEMATICS MEDIAN GROWTH

Description:

PSAT/SAT: 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.

**LITERACY MEDIAN GROWTH****Description:**

PSAT/SAT: 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.

**ON TIME GRADUATION****Description:**

The graduation rate for Fossil Ridge 7-year graduation rate decreased from 94.3% in 2018 to 93.8% in 2019, 6-year graduation rate increased from 93.8% in 2018 to 96.6% in 2019, the 4-year graduation rate increased from 89.1% in 2018, to 90.9% in 2019. Fossil Ridge will maintain on-time graduation practices to continue to increase the 4-year graduation rate.



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

Improvement Plan Information**Additional Information about the school****School Contact Information**

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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). 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.

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).

Prior year targets continue to remain above the 50th median growth percentile for PSAT/SAT Math. The major improvement strategies continue to focus on sub-group populations and efforts to move all students at or above the 50th median growth percentile. Subgroup populations of free and reduce lunch, minority students, and students with disabilities grew from 2018 to 2019.

Prior year targets continue to remain above the 50th median growth percentile for PSAT/SAT in ELA. The major improvement strategies continue to focus on sub-group populations and efforts to move all students at or above the 50th median growth percentile. Subgroup populations of free and reduce lunch, minority students, and students with disabilities declined from 2018 to 2019.

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

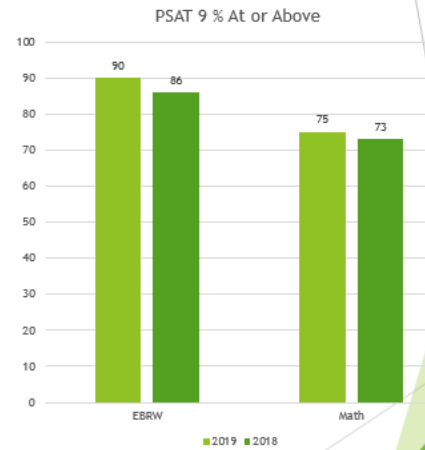
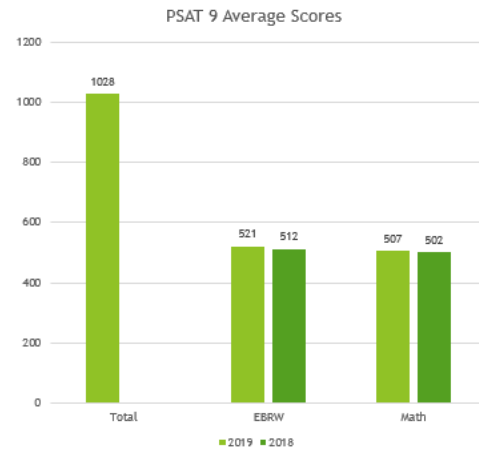
Adjustments will primarily focus on formative instruction (including student-self assessment & formative assessment practices), ELA strategies across disciplines, intervention courses/systems, and supporting the SEL needs of students.

Current Performance

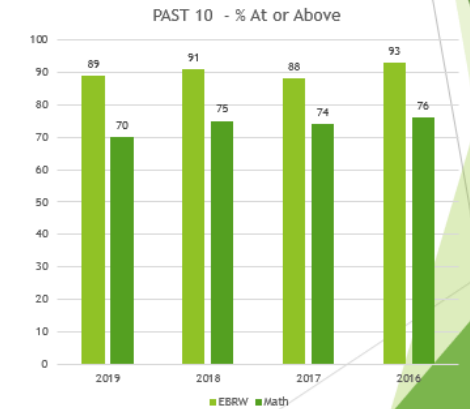
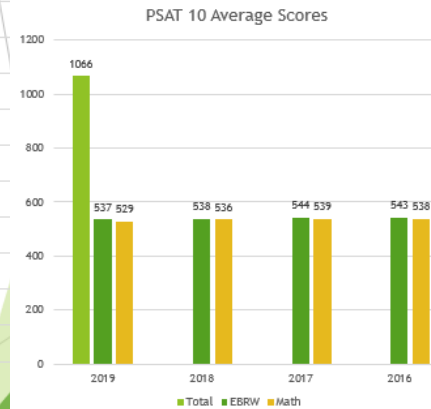
• Grade Level Performance:

PERFORMANCE

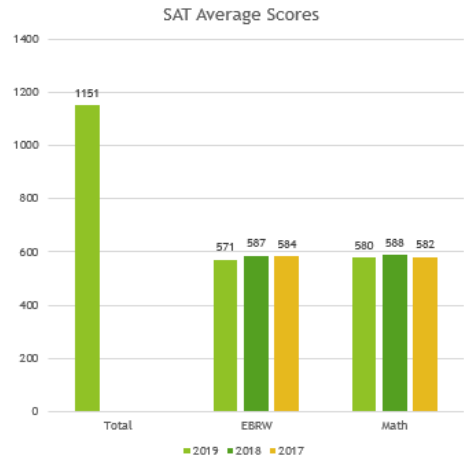
PSAT 9



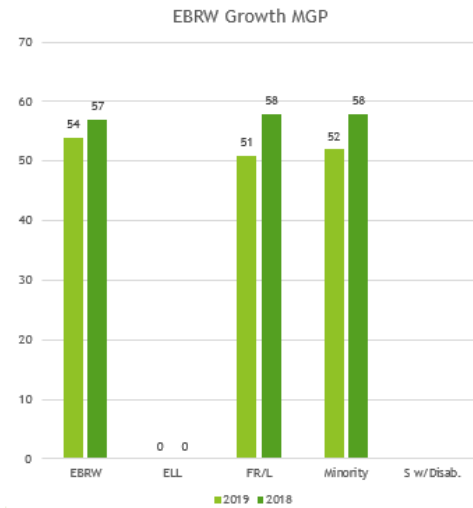
PSAT 10



SAT

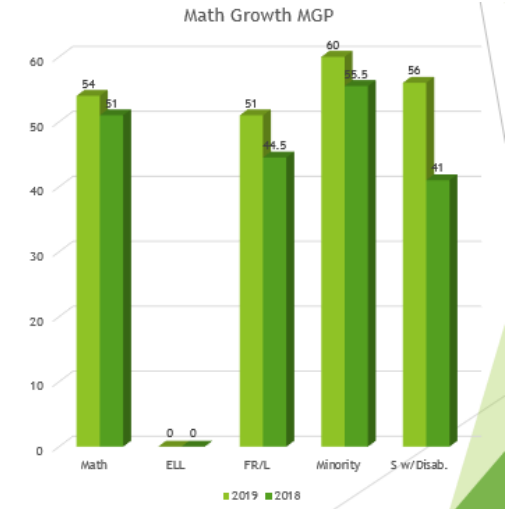
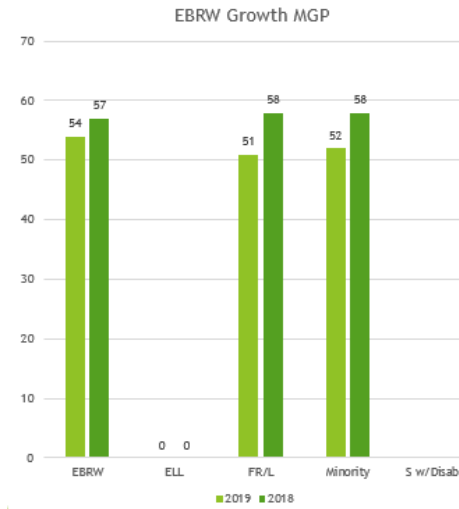
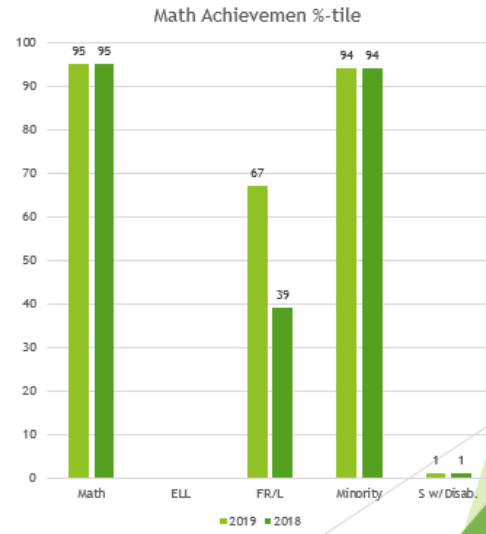
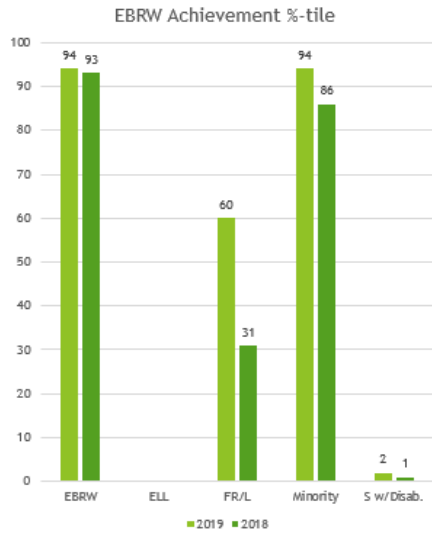


GROWTH



STUDENT GROUPS

SPF



Graduation Rate:

- All Student Population - 4 year rate: 90.9%
- SPF All Student Population 6 year rate: 96.6%

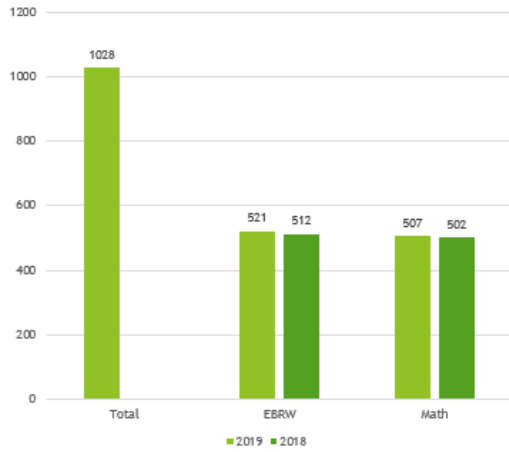
Dropout:

- All Student Population - .5%

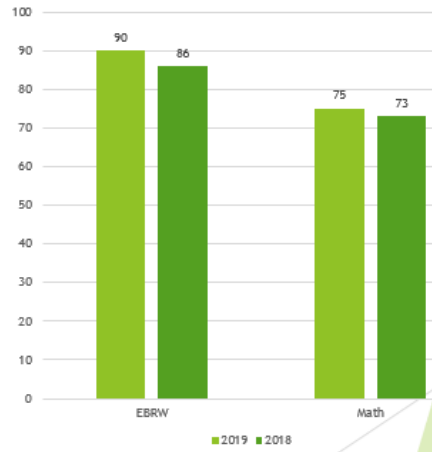
Additional Trend Information:

PSAT 9

PSAT 9 Average Scores

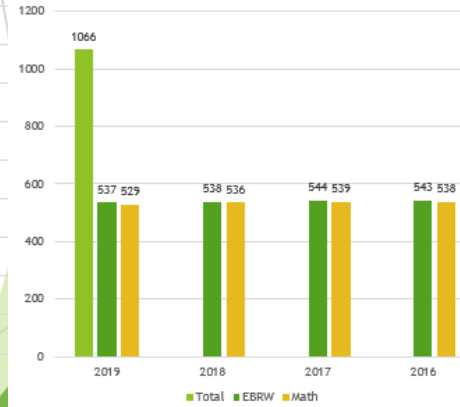


PSAT 9 % At or Above

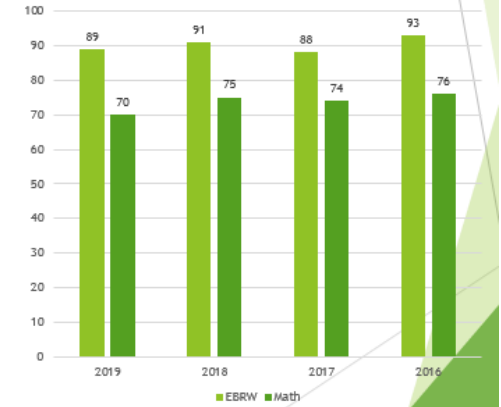


PSAT 10

PSAT 10 Average Scores

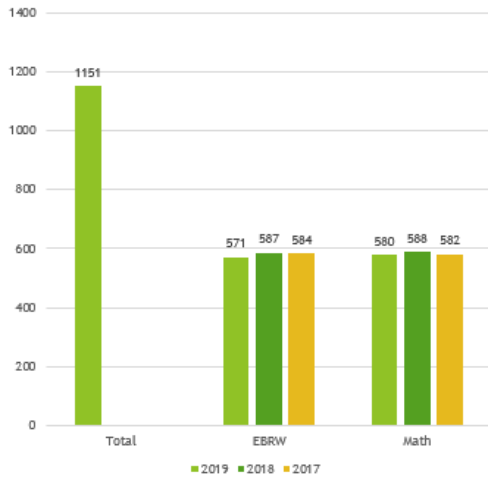


PAST 10 - % At or Above

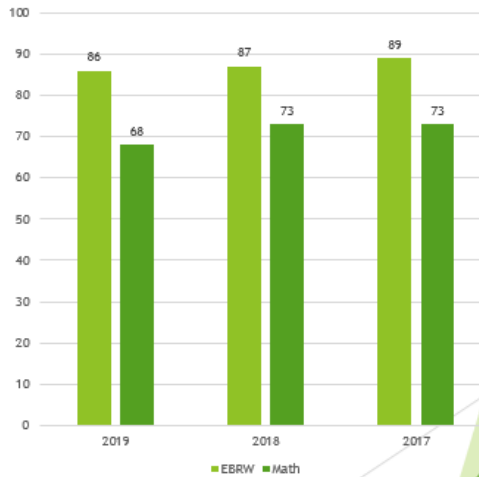


SAT

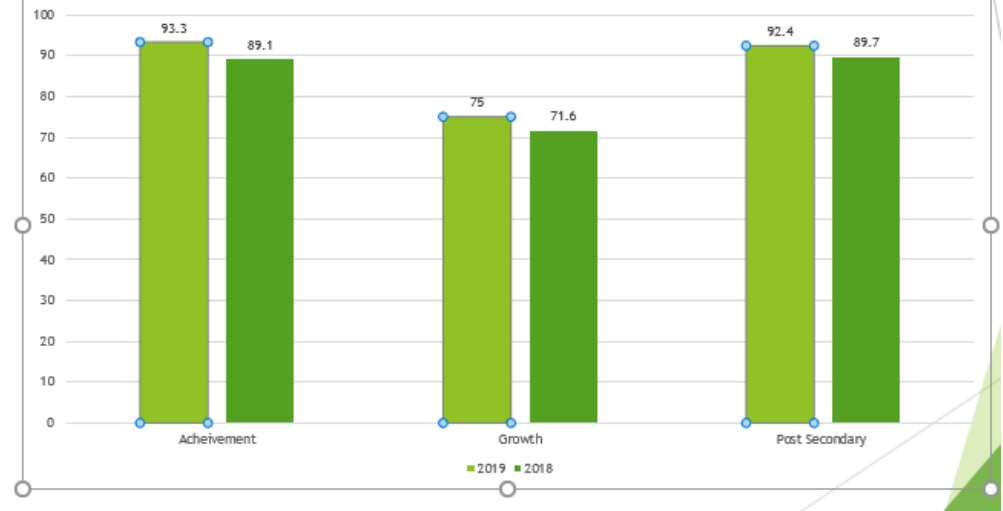
SAT Average Scores

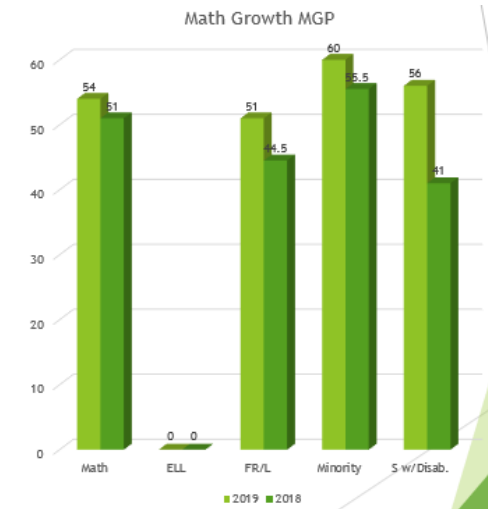
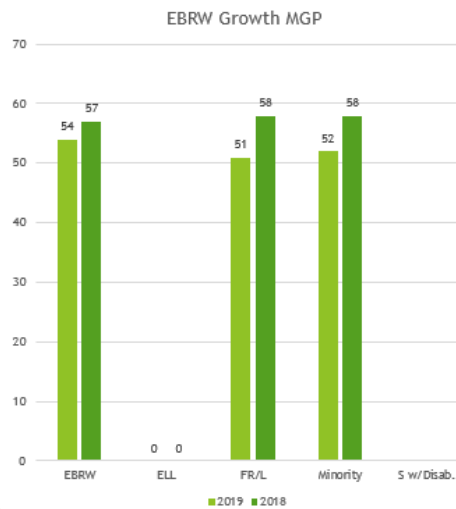
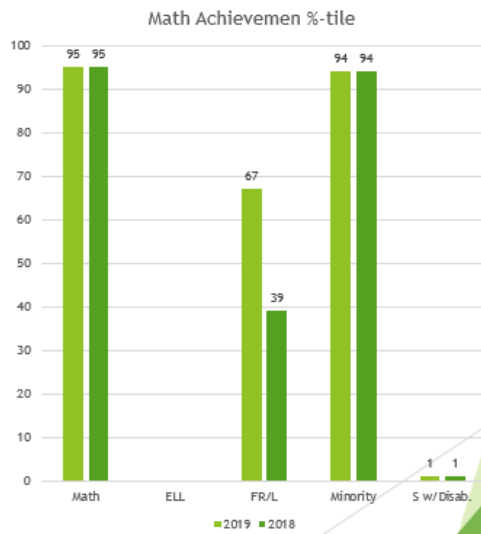
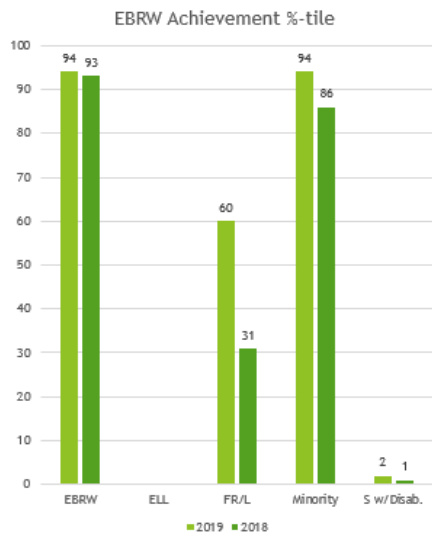


SAT - % At or Above



SPF Framework Points Earned





Priority Performance Challenges and Root Causes

Priority Performance Challenge: Mathematics Median Growth



PSAT/SAT: 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: FRHS has not mastered formative assessment activities focusing on providing feedback that is timely and specific, and incorporating student self-assessment processes. FRHS continues to implement and refine their student placement and intervention processes/supports for struggling students and subgroup populations.

Priority Performance Challenge: Literacy Median Growth

PSAT/SAT: 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: FRHS has not mastered formative assessment activities focusing on providing feedback that is timely and specific, and incorporating student self-assessment processes. FRHS continues to refine their student placement and intervention processes/supports for struggling students and subgroup populations.



Priority Performance Challenge: On Time Graduation

The graduation rate for Fossil Ridge 7-year graduation rate decreased from 94.3% in 2018 to 93.8% in 2019, 6-year graduation rate increased from 93.8% in 2018 to 96.6% in 2019, the 4-year graduation rate increased from 89.1% in 2018, to 90.9% in 2019. Fossil Ridge will maintain on-time graduation practices to continue to increase the 4-year graduation rate.



Root Cause: 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 continued refinement.

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. Out 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: FRHS has not mastered formative assessment activities focusing on providing feedback that is timely and specific, and incorporating student self-assessment processes. FRHS continues to implement and refine their 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
	Intervention	Course offerings in the master schedule - Annually Spring	10/30/2019	

courses prioritized for staffing plan to meet the needs of students	Semester	10/01/2021	Administration & Math Teachers
 Curriculum adjustments completed	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	10/31/2019 10/01/2021 Quarterly	Math Teachers
 Formative instruction process incorporated into lesson delivery	Collaboration - Incorporate formative assessment, teacher feedback, and student self-assessment processes in all courses	10/31/2019 10/01/2021 Quarterly	Math 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 increase 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	Administration, Counselors & Math Teachers

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Continue implementation of Pre-Algebra, Algebraic Skills, and Algebra & Geometry 1A/1B course offerings

10/30/2019
10/01/2021

Staffing

Administration &
Math Teachers

Intervention
Courses



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

10/30/2019
10/01/2021

Collaboration Time

Math Teachers

Instructional
Activities



Incorporate formative assessment, teacher feedback, and student self-assessment processes in all courses

10/31/2019
10/01/2021

Collaboration Time &
Professional
Development

Math Teachers

Assessment
Processes



Refine math placement processes for 9th grade and increase 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 &
Collaboration
Time/Communication
with Feeder Systems

Administration,
Math Teachers,
Feeder System
Middle School
Math Teachers &
Counselors

Intervention
Systems



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: FRHS has not mastered formative assessment activities focusing on providing feedback that is timely and specific, and incorporating student self-assessment processes. FRHS continues to refine their 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
	Standards presented in student-friendly language in ELA courses	10/31/2019 10/01/2021 Quarterly	ELA Teachers	
	ProfessiFormative instruction process incorporated into lesson delivery	10/31/2019 10/01/2021 Quarterly	ELA Teachers	
	Supporting SEL & academic supports for	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	10/31/2019 10/01/2021	Administration, Counselors & ELA Teachers

students in ELA
intervention
courses



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

Course offerings in the master schedule - Annually Spring
Semester

10/31/2019
10/01/2021

Administration & ELA Teachers





Professional
development &
collaboration time
implemeted

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

10/31/2019
10/01/2021
Quarterly

All Teachers

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Instructional Activities	Breakdown standards into student-friendly language in all courses.	10/31/2019 10/01/2021	Collaboration Time & Professional Development	ELA Teachers	
 Assessment Processes	Incorporate formative assessment, teacher feedback, and student self-assessment processes in all courses	10/31/2019 10/01/2021	Collaboration Time & Professional Development	ELA Teachers	



Intervention Systems

Refine placement practices for students in 9th and 10th grade

10/31/2019
10/01/2021

Staffing & Collaboration
Time/Communication with Feeder Systems

Administration, ELA teachers, Feeder System Middle School ELA Teachers & Counseling



Intervention Courses

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

10/31/2019
10/01/2021

Staffing

Administration & ELA Teachers



Professional Development

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

10/31/2019
10/01/2021

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:

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 continued refinement.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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Student-directed academic support plans

Implement student-created academic support plans into ELO course and support time processes.

10/31/2019
10/01/2021
Weekly

Students & ELO Teachers



Student Academic & Social-emotional Referral Systems

Quarterly review of online system

10/31/2019
10/01/2021
Quarterly

Counseling, Deans, Administration & All Teachers



Implement continuous monitoring and communication systems for on-time graduation

Monthly meetings with counseling

10/31/2019
10/01/2021
Monthly

Counseling & Administration



Social-Emotional Support Systems

Annual review of systems for students to access counseling and wellness center supports and placement in Discovery courses

10/31/2029
10/01/2021

Counseling & Mind Center Teachers



Academic

Annual review of ELO, online and mind center course offerings

10/31/2029
10/01/2021

Administration, Mind Center Teachers & Counseling

Supports

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Student-directed Grade/Support Systems	Implement student-created academic support plans into ELO course and support time processes for students to get help from teachers	10/31/2019 10/01/2021	Master Schedule & Staffing Plan/Budget	Administration, Students & ELO Teachers	
 Graduation Tracking	Continue 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.	10/31/2019 10/01/2021	Collaboration Time	Administration & Counselors	
 Student Academic & Social-emotional Referral Systems	Continue online referral form processes for 2-way communication and follow-up within the MTSS system.	10/31/2019 10/01/2021	Technology Access	Administration , Deans, Counselors & All Teachers	
 Social-Emotional Support Systems	Refine systems for students to access counseling, wellness center supports, placement in Discovery courses, and SEL curriculum in Advisory	10/31/2019 10/01/2021	Master Schedule, Staffing Plan/Budget & Advisory Lesson Planning	Administration, Counselors & Advisory Teachers	
 Academic	Continue implementation of ELO, PSD online courses for MTSS/credit recovery & mind center course offerings for	10/31/2019 10/01/2021	Master Schedule & Staffing	Administration, Counselors, Online & Mind	

School Target Setting



Priority Performance Challenge : Mathematics Median Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: At or above 50th growth percentile for all subgroups

2020-2021: At or above 50th growth percentile for all subgroups

INTERIM MEASURES FOR 2019-2020: PSAT/SAT SPF Data



Priority Performance Challenge : Literacy Median Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELP

ANNUAL
PERFORMANCE
TARGETS

2019-2020: At or above 50th growth percentile in all subgroups

2020-2021: At or above 50th growth percentile in all subgroups

INTERIM MEASURES FOR 2019-2020: PAST/SAT SPF Data



Priority Performance Challenge : On Time Graduation



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

ANNUAL
PERFORMANCE
TARGETS

2019-2020: 100% graduation rate

2020-2021: 100% graduation rate

INTERIM MEASURES FOR 2019-2020: SPF graduation rate %
