COLORADO
Department of Education

MANDATORY
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Colorado's Unified Improvement Plan for Schools

Addenbrooke Classical Academy UIP 2022-23 | **School:** Addenbrooke Classical Academy | **District:** Jefferson County R-1 | **Org ID:** 1420 | **School ID:** 1451 | **Framework:** Improvement Plan: Meets 95% Participation | **Draft UIP**

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Executive Summary

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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

Name: Cynthia Lamgo **Title:** High School Principal

Mailing Street: 3605 S Teller St **Mailing City / State/ Zip Code:** Lakewood Jefferson County 80235

Phone:(303) 989-1336 **Email:** clamgo@addenbrooke.org

Name: Ric Netzer **Title:** Executive Director

Mailing Street: **Mailing City / State/ Zip Code:**

Phone:(303) 989-1336 **Email:** rnetzer@addenbrooke.org

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

As we begin our tenth year, Addenbrooke Classical Academy High School currently educates 205 students grades 9-12. 10% of the high school population has an IEP. The minority population of students stands at 40.2%. Our attendance rate has remained high, averaging 94% over the last three years. The mobility rate tripled from 3.8% to 9.2% in the 2021/2022 school year which influenced the number of new students needing to acclimate to the academic rigor of a classical school. The graduation rate is 91%. The 2020-2021 matriculation rate was 46%.

During the 2020/2021 Covid year, Addenbrooke operated with a hybrid model, which allowed students to be on campus as much as possible. There were periods of time where the campus was closed due to quarantine issues, however, classes continued online. We focused our teacher-training on how to instruct in a classical way within the confines of modern technology. During the 2021/2022 school year, there were no periods of remote learning but there were still pockets of quarantine, including teachers and students, and masks were required for all until February.

For the purpose of this report, PSAT/SAT data from spring, 2022 will be referenced. What we have recognized over the period of Covid is that while the achievement data

shows a high level of achievement, the growth data has declined. This is due to several factors, teacher burnout and a lessening of academic rigor to lessen the social-emotional effects of Covid restrictions being two key issues.

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).

Two new highly qualified math teachers were hired; one of which was effective, one of which struggled. A math specialist was hired and supported students and the struggling math teacher. A math tutor was hired to provide direct intervention inside and outside the classroom. The specialist and tutor became co-teachers for Algebra I classes to implement fidelity and rigor in math instruction.

A concurrent enrollment teacher was secured to teach two college math classes on our campus for the 22/23 school year.

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

Adjustments will continue to be made in the hiring of highly qualified instructors and in their training and development.

Current Performance

- Based on the 2021 School Performance Framework, as a school, we are rated as Approaching in Academic Performance.

  In the area of achievement, the PSAT percentile rank for both Reading & Writing and Math declined.
  51% of 9th graders met the benchmark for Reading and Writing and 59% of 10th graders met the benchmark for Reading & Writing.
  31% of 9th graders met the benchmark for Math and 39% of 10th graders met the benchmark for Math.
  In Postsecondary Readiness, we meet the rating for Reading & Writing and are approaching in math. 76% of 11th grade students met the Reading & Writing benchmark. 37% of 11th graders met the benchmark for Math.

  In the area of growth, our overall median percentile/rate is 34 which does not meet the state growth expectation. Pre-Covid in 2019, our growth percentile was 43.9.

  A focus on math instruction is going to be of primary importance based on these results since percentiles are still lower than desired.

Trend Analysis

Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

English Language Arts is normally a strength for our school. Our pre/post test exams are showing that this trend has decreased due to the interruptions in our learning processes due to Covid. Normally, we spend a tremendous amount of time working on writing in our 9-12 grade program but this became difficult during times when instructors and students were sporadic in attendance. We also had less classroom time to complete the entirety of our literature studies. As we read entire novels, not simply excerpts, this lack of content completion created holes in mastery. Our concurrent enrollment students are reporting that they are still having success in higher education and feel well trained to handle the rigors of college writing.

Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

For years now, Post Secondary Workforce Readiness continues to be a strength and focus for our school. We were able to maintain a less than 1% drop out rate and we are on pace to continue this trend despite the gradual increase in graduates from year to year. We have invested even more time and resources to find pathways for students to begin working toward workforce readiness. The ability to coach students into a purpose for their future has helped many of our struggling students to find a reason to attend our high school program.

Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

Math achievement and growth scores are not improving as planned but are stable.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Implement Math Improvement Strategies

Less than 40% of students are not making typical growth in math as measure by SAT/PSAT, math continues to be our lowest student achievement area, this continues to be a focus for growth.

Root Cause: Inconsistent Math Instruction

Inconsistent math expectations, differentiated instruction, and interventions.

Priority Performance Challenge: Implement Writing Improvement Strategy

Because the PSAT percentile ranking declined in achievement, an emphasis on academic writing will be bolstered.

Root Cause: Coverage of Writing Curriculum

The whole of the Language Arts curriculum was not able to be covered due to slowing the pace of instruction caused by masks, quarantines, and other continued Covid related issues.

Magnitude of Performance Challenges and Rationale for Selection:

These challenges seem to be more significant for 9th and 10th grade than 11th grade.

Magnitude of Root Causes and Rationale for Selection:

These Root Causes were primarily developed using data from the school's SAT/PSAT data, as well as anecdotal records from teachers and staff.

Through the SAT/PSAT assessment, we have identified issues that need to be addressed with writing and math acquisition skills. Using MTSS interventions, student ability levels were identified and foundational skills were implemented within the classroom.

Action Plans

Planning Form

Implement Math Improvement Stratigies

What will success look like: We will identify and implement systematic practices using the MTSS framework in instruction, progress monitoring, and intervention.

Describe the research/evidence base supporting the strategy and why it is a good fit: MTSS framework core in place with appropriate tiers of support as well as highly qualified educators.

Associated Root Causes:

Inconsistent Math Instruction:
Inconsistent math expectations, differentiated instruction, and interventions.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Analysis of Data	MAPs data and classroom assessment data.	08/18/2022 05/31/2023 Monthly	Staff	Partially Met
Emphasis on number sense	Foundational math skills daily drills	08/19/2022 12/16/2022 Weekly	Staff	Partially Met

	Use SAT question analysis	09/01/2022 05/31/2023 Weekly	Math Teachers	Partially Met

Review P/SAT
Math Questions

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Emphasis on number sense	Teachers will drill foundational math skills weekly.	08/18/2022 12/09/2022	videos, worksheets, other digital resources	Staff	In Progress
Data analysis	Teachers will review MAPs data at the end of each assessment. Classroom teachers will use classroom-based assessment information to provide interventions.	08/18/2022 05/31/2023	MAPS, SAT/PSAT, and classrooms assessment results	Staff	In Progress
SAT Math Questions	Math teachers will use the SAT Questions analysis spreadsheet for daily practice in foundational math problem solving skills.	09/01/2022 05/31/2023	SAT Questions Analysis Spreadsheet	Math teachers and intervention staff.	In Progress

Implement writing improvement strategies

What will success look like: We will align expectations for student engagement using an MTSS framework beginning with Tier 1 core. We will study and calibrate our definitions of high quality work by developing exemplars and frequently reviewing student work through teacher collaboration.

Describe the research/evidence base supporting the strategy and why it is a good fit: MTSS professional development plan for consistent use of Tier 1 best practices in instruction and classroom interventions.

Associated Root Causes:

Coverage of Writing Curriculum:
The whole of the Language Arts curriculum was not able to be covered due to slowing the pace of instruction caused by masks, quarantines, and other continued Covid related issues.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
MCR reinstatement	MCRs will be written four times per year.	08/18/2022 05/31/2023 Quarterly	Staff	Partially Met
Data analysis	SAT/PSAT data, MCR data, classroom based assessments	08/18/2022 05/31/2023 Monthly	Staff	Partially Met
Continued writing instruction for teachers	Mini-writing lessons	09/01/2022 05/31/2023 Monthly	Admin	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
MCR training	Teachers will be trained in the rubric for scoring MCR student essays.	08/18/2022 05/31/2023	MCR rubric and related documents	Principal	In Progress

Data analysis	Teachers will review all assessment data to adjust classroom instruction in relation to writing.	08/18/2022 05/31/2023	MAPS, PSAT/SAT, and MCR rubric scorecards.	staff	In Progress
Continued Writing Instruction for teachers	During teacher meetings, a mini-lesson will be taught on various writing topics: thesis statement, body paragraphs, MLA guidelines, etc.	09/01/2022 05/31/2023	curriculum as developed by admin	admin	In Progress

School Target Setting

Priority Performance Challenge : Implement Math Improvement Strategies

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS	**2022-2023:** Increase PSAT achievement from 24th percentile to 30th percentile. Increase PSAT growth from 45th percentile to 55th percentile. Increase SAT achievement mean score from 479 to 517.
	2023-2024: Increase PSAT achievement to 38th percentile. Increase PSAT growth to 60th percentile. Increase SAT achievement mean score to 537.

INTERIM MEASURES FOR 2022-2023:

Priority Performance Challenge : Implement Writing Improvement Strategy

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2022-2023: Increase PSAT achievement among all students from 27th percentile to 50th percentile in reading and writing. Increase PSAT growth among all students from 34th percentile to 50th percentile in reading and writing. Increase SAT achievement mean score from 524 to 541.

2023-2024: Increase PSAT achievement among all students to 60th percentile. Increase PSAT growth among all students to 53rd percentile. Increase SAT achievement mean score to 560.

INTERIM MEASURES FOR 2022-2023: