



# Review of the K-8 UIP

Addenbrooke Classical Academy  
K-8

# Review of Previous UIP

## Priority Performance Challenges and Root Causes

**Priority Performance Challenge: School is approaching in SPF for Minority and Free and Reduced students.**

We are approaching in both academic achievement and growth according to our SPF in both categories. We need to continue to look for strategies that will engage these learners as the systems in place are not addressing the needs of these populations.

**Root Cause: Reteaching, Enriching, and Differentiation**

Students are needing more hands-on materials and work with concepts so that they can master skills versus just progressing through the curriculum. We need to ensure that we are implementing a task-oriented curriculum and engagement of the learners is key to this model.

# Review of Previous UIP

## Priority Performance Challenges and Root Causes

**Priority Performance Challenge: Students do not complete daily assignments.**

Approximately 35% of our our students in grades 6-8 are not completing and turning work in on a consistent basis.

**Root Cause: Lack of engagement in learning and involvement in school.**

Students do not feel attached or part of the learning community and therefore don't find value in their work.

# Review of Previous UIP

## Priority Performance Challenges and Root Causes

### **Priority Performance Challenge: Classical instruction that meets students needs.**

If we move these students to the next level of achievement in math and focus on our special populations, our program will be more task driven and connect meaning for our population. As we look at our data our students need more focused instruction on math and to develop thinking or rationale for their answers in math. Students who are not achieving grade level expectations are not catching up and maintaining concepts, filling in gaps and ensuing mastery of concepts. This is essential to helping teachers differentiate. We have also found many of our students have not fully mastered the basic facts and as the math level increases the lack of mastery leads to them having a difficult time focusing on learning the concepts.

### **Root Cause: Lack of motivation or meaningful lessons.**

As at team we noticed that students seem to be getting through the math lessons and "doing the assignments", however they are not fully engaged in the "math thinking" and "developing of concepts". Students as a group have not mastered concepts but are showing they are growing when motivated with shortened homework assignment or more of the task-oriented math activities. We have also noticed several concepts are introduced in Saxon Math but students are not grasping the concepts or using the "math vocabulary" in meaningful ways to lead to full mastery of math literacy. We continue to see growth in the areas of Language Arts, with regrouping, progress monitoring, and flexible grouping becoming more automatic in this content area.



# School Targets

## School Target Setting

**Priority Performance Challenge : School is approaching in SPF for Minority and Free and Reduced Students.**

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

ANNUAL PERFORMANCE TARGET

**2021-2022:** We will continue to reduce the number of students on Read Plans by 10% yearly

**MET**

**2022-2023:** Reading plans will continue to decrease at the end of the year and students that have been with us for more then a year will not be placed on reading plans.

**INTERIM MEASURES FOR 2022-2023** The READ plans are still being implemented. There are 78 student currently on READ Plans, there are currently 48 in the K-3 which will be funded through the READ ACT. We currently have 22 students who may need to be placed on a READ plan in December if their DIBELS doesn't show growth.

READ PLANS

3rd grade currently have 22, six are new students this year.

2nd grade currently has 13, only one student is new this year.

1st grade currently has 13, four student are new this year.

## School Target Setting

**Priority Performance Challenge : School is approaching in SPF for Minority and Free and Reduced Students.**

**PERFORMANCE INDICATOR:** Academic Growth

**2021-2022:** We will move from Approaching at 45 MGP in Math to Meets (50 MGP) for all of our students growth on CMAS.

**NOT MET** 28 MGP - Grade 4 and 7

**2022-2023:** We will maintain Meets on all growth for students on CMAS.

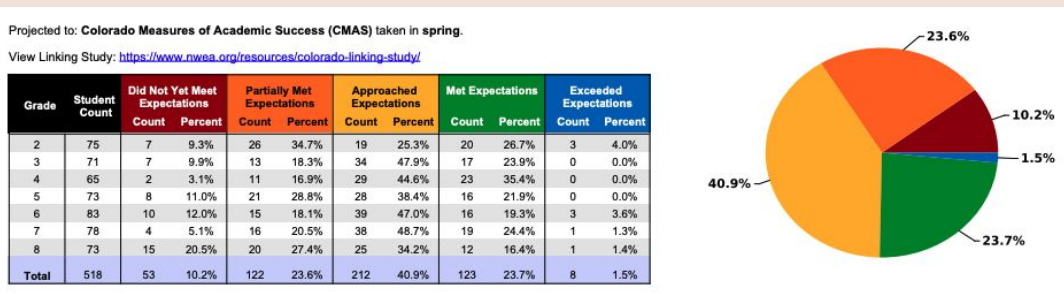
**INTERIM MEASURES FOR 2022-2023:** MAPS data is showing a trend that students are achieving at at or above the national RIT.

Currently from data collected from the FALL

MAPS.

We are rated in the 56 percentile and high growth

And high Achievement in Math and Reading.



**Priority Performance Challenge : Classical instruction that meets students needs.**

**PERFORMANCE INDICATOR:** Student Engagement

**MEASURES / METRICS:** Completion Rate

**2021-2022:** 75% of all students will have less than five missing assignments in the second semester of the school year.

**MET**

**2022-2023:** 80% of all students will have less than five missing assignments during each semester.

**INTERIM MEASURES FOR 2022-2023:** Currently we four students who have more than 5 missing assignments, all of them are in the 8th grade and one is due to excessive absences. Currently 18% of students have one or more D/F's.



**Priority Performance Challenge : Students do not complete daily assignments.**

**PERFORMANCE INDICATOR:** Student Engagement

**MEASURES / METRICS:** Supplemental Measure(s)

**2021-2022:** Meaningful conversations and learning targets that represent the learning of the class will be at at least 90% for all staff as demonstrated on the learning environmental walkthroughs done by the administration by December of 2021. **MET**

**2022-2023:** The benchmark of 90% as reflected above will be maintained.

**MET**

**INTERIM MEASURES FOR 2022-2023:** Daily walkthroughs indicate that teachers are having meaningful conversations and that they reflect success criteria and learning targets.



# Action Plan

## Action Plan: Small Group Intervention Time

**What will success look like: We will allow smaller groups and more targeted instruction time for students for thirty minutes three times a week. Teachers will provide intervention in both Math and ELA as needed. These groups will be progress monitored and both enrichment and intervention strategies will be implemented.**

Reading teacher to work with impacted student that are on READ plans. 08/31/2020 05/24/2021  
Reading Specialist **Met** - Currently we do not have a reading specialist.

Para Support to offer release time for teachers so that they can do small groups. 08/31/2020 05/24/2021  
Paraprofessionals **Met** - We currently do not have a paraprofessional at every grade level as we previously did.

Administration is using rubrics to observe teachers which include 08/16/2021 benchmarks for teacher learning targets and success criteria. Administration team **Met** Currently using aligned rubrics

Teachers are using their divided groups during daily PE times to develop lessons which target student needs to ensure that they are mastering Phonics and Reading Comprehension strategies.

K-5 teach - **Partially Met** - they are using the time for small groups, however we are not at mastery with this.

Sixth through Eighth grade homeroom teachers are facilitating literature circles in their class, to practice discussions around 10/14/2021 literature and draw from classical literature that is being read in the Language Arts classes.

Homeroom Middle School Teachers **Met** and Successful - highlight for many, though challenging based on time.

# Action Plan: Stations in Math to increase engagement and mastery of skills.

**What will success look like:** In any given math block, students will move through a minimum of three stations. One station will be the formal math lesson, then math work time, and math manipulation of concepts which will be rotated. Students will be accountable for concepts and this will increase overall math engagement and mastering of concepts.

Added class structure	Math Teacher and Interventionist	MET
Aligned enrichment and reteaching	Math Teachers	MET
Full implementation of Big Ideas Math		In Progress

MAPS data is reviewed and all students who are at or below the 25th percentile are provided an additional intervention in that area.

MAPS data and reteaching resources	Math interventionist	In Progress
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Classes will compete against themselves to complete a series of basic math skills basic skills

All K-5 Teachers	MET Spring 22, repeat yearly
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## Action Plan: Engaging middle school readers and developing a way for them to practice

**What will success look like:** Students will use literary terms and questions themes that are discussed in language arts classes to guide their learning and implementation of Book Clubs or Lit. Circles during their homeroom.

Sixth through Eighth grade homeroom teachers are facilitating literature circles in their class, to practice discussions around 10/14/2021 literature and draw from classical literature that is being read in the Language Arts classes.

Homeroom Middle School Teachers **Met** and Successful - highlight for many

## Action Plan: Meaningful feedback and daily writing in all classrooms.

**What will success look like:** Students can write a five paragraph essay that references documents or materials they are presented and draw conclusions that are established with the text.

Continued practice with Step up to Writing and phase out in later grades to develop voice, word choice and sentence fluency with kids.

Develop a scope and sequence for all content areas to provide writing opportunities for students across the curriculum.

Focused time to provide feedback and conference with students.

In Progress, Not yet proficient