



# Colorado's Unified Improvement Plan for Schools

**Mountain Song Community School UIP 2020-21** | **School:** Mountain Song Community School | **District:** Charter School Institute | **Org ID:** 8001 | **School ID:** 5851 | **Framework:** Performance Plan: Low Participation | **Draft UIP**

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## Executive Summary

If we...

### CREATE/IMPLEMENT FALL LEARNING PLAN/MODEL

**Description:**

All MSCS families can access the curriculum and can continue to be engaged and connected to the school through one of our several enrollment options. Health protocols and procedures comply with local health directives and effectively protect against the spread of the disease.



### SUPPORT THE WELL BEING OF ALL STUDENTS THROUGH INCREASED SEL

**Description:**

Students, staff members, and families will feel supported, engaged, and heard by MSCS teachers and administration during this historically stressful time.



## INCREASE OUR MATH GROWTH AND ACHIEVEMENT SCORES FOR GRADES 3-8

### Description:

Despite the current challenges and historic learning loss, the majority of our students will get back on track for meeting math standards for their grades and will continue to make gains in math through a more rigorous and aligned math program at MSCS.



## Then we will address...

### INADEQUATE CLASSROOM DIFFERENTIATION

### Description:

We have historically offered inadequate and/or inconsistent differentiation for the range of student ability levels within each classroom.



### LACK OF SET MATH CURRICULUM

### Description:

In Waldorf education, there are curriculum guides and frameworks in which we instruct math, but no set of math curricula. Teachers are given autonomy in how they deliver the content to the students and prepare their lesson plans, but there are no text books, worksheets, or set curricula that they use.



### TEACHER SUPPORT, TRAINING, AND RESOURCES

### Description:

Although the school has dedicated its professional development dollars to Waldorf certification training for all its teachers, there is still a great need to provide the teachers with more classroom management assistance, training, and resources to better support them and their students.



### INCONSISTENCY OF MATH CURRICULUM DUE TO LOOPING

### Description:

Our practice of teachers "looping" with their students, although very effective in creating cohesion in the classroom and reducing behaviors, has resulted in inconsistencies in the frequency and fidelity that teachers instruct math.



## INCREASING ENROLLMENT WITH STUDENTS NEEDING EXTRA SUPPORTS

### Description:

Because of our healing and holistic approach to education, we attract a fair amount of students needing additional behavioral, emotional, and special education services. Although we love all our students and provide the very best care and education that we can for all our students with additional needs, planning and budgeting for the additional hours, types of services, professional staff, and physical space that is needed for these students has become an ongoing challenge for the school.



## INCONSISTENT AND UNEVENLY APPLIED CLASSROOM MANAGEMENT PRACTICES

### Description:

Although it's supposed to be implemented using our pedagogy, we've not applied standard classroom management expectations school-wide in a consistent manner. Teachers, especially those who are new to Waldorf or new to teaching, sometimes struggle with managing behaviors, redirecting students, and enforcing discipline in the classroom.



## CURRENT SCHOOL MODEL NOT FLEXIBLE TO ACCOMMODATE STUDENT NEEDS DURING COVID-19

### Description:

Our current model of hands-on, experiential learning with limited technology used for instruction, makes it difficult meet the needs and demands for our students to have access to the curriculum during the covid-19 pandemic. The model focuses on building strong relationships between teachers and students. Developing and fostering these relationships is hard to do remotely.



## Then we will change current trends for students

## INCREASED NEED FOR BEHAVIORAL, SOCIAL, AND EMOTIONAL SUPPORTS

### Description:

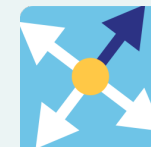
In the past few years, we've experienced more severe student behavioral needs and the number of out-of-school and in-school suspensions, including for students with disabilities, has increased. Although we saw lower suspensions last year, this could be due to the pandemic. Because of the pandemic, we anticipate we will see significant amount of students needing mental health and behavioral supports.



## STUDENT MOBILITY - ENROLLMENT LOSS

### Description:

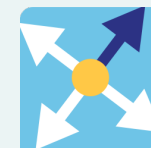
Although we worked on improving school stability and student retention through marketing and community outreach strategies, the covid-19 pandemic has significantly contributed to the loss of student enrollment.



## LOW MATH SCORES SCHOOL WIDE

### Description:

For the past five years, we have seen a consistent and significant decrease of our student math growth and achievement scores.



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

## Improvement Plan Information

### Additional Information about the school

This Unified Improvement Plan is written in a most unusual time. We are currently operating under historically uncertain conditions that challenge the very foundation of our educational practices and structures that we've strived to uphold since our school's start. As a seven-year old, Waldorf-inspired, public, charter school that strongly encourages children to learn through hands-on and experiential learning, with loving teachers supporting them, the online and remote learning conditions forced upon us, because of the covid-19 pandemic, are exceptionally hard for our teachers and students to adapt to. In usual circumstances, we would write a plan about academic growth, interim assessment data, and data points that tell a story of our school's success. This improvement plan is focused on our immediate next steps to help our school navigate these uncharted waters, during a global pandemic, and a historic economic downfall. We are also working to find a new facility and are undergoing our charter renewal process, which compounds our workload. However, our school has endured many uncertain times during its short life and continues to thrive. The future, as uncertain as it is, is ripe with tremendous opportunities for all of us at Mountain Song to grow, learn, and adapt. The school is fortunate to be endowed with so many teachers, staff members, community members, and board members who are dedicated and committed to working towards a long and prosperous future for the school. Our faculty and staff members have risen to the challenge of caring for and providing quality education to our students since March and have given a tremendous amount of professional hours and hard work in creating a solid Return to School Plan and allowed us to start our school year strong. The abundance of love, dedication, and care that our teachers and staff members give to the children make Mountain Song a truly special place and will help us weather this year and beyond.

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## Narrative on Data Analysis and Root Cause Identification

### Description of School Setting and Process for Data Analysis

Mountain Song Community School (MSCS), located in Colorado Springs, CO, is a Waldorf-inspired, charter school authorized by the Colorado Charter School Institute. The mission of MSCS, a member of the Alliance for Waldorf Public Education, is to develop healthy, confident, free-thinking, self-directed children who are passionately engaged with their education and empowered to contribute positively to the world. To achieve this goal, MSCS utilizes Waldorf educational methods and philosophy integrated with Colorado Academic Standards, and evidence-based curriculum.

We are entering our eighth year of operation, serving 377 students in grades k-8, including homeschool enrichment programs for grades 1-8. Our school's population includes about 15% of students eligible for free/reduced lunch (FRL) and is predominantly White with approximately 61% of students identifying as White or Caucasian, 28% identifying as Hispanic or Latino, and 7% identifying as two or more races. The remaining 4% identify as Asian, Black or African American, American Indian or Alaskan Native, and Native Hawaiian or Other Pacific Islander. Approximately 9% of the student population have disabilities and are on an Individualized Education Plan or a 504 plan. However, we anticipate the number of students needing Special Education Services to go up this year, as we are still undergoing evaluations for a number of students.

### Homeschool Enrichment and Micro School Programs:

Since its beginning, Mountain Song has supported homeschool students with their educational services through a Waldorf-based homeschool enrichment program. This year, in order to support our homeschool students who do not want to return to in-person instruction, we expanded our homeschool enrichment program through an online program we're calling the Frontier Homeschool Enrichment Program. Similar to our in-person program, the students attend their classes online with a teacher who guides them through Waldorf enrichment activities and lessons.

Justice and Heritage Academy: In September 2019, Mountain Song entered an agreement with Conejos Clean Water, a non-profit operating out of Antonito, CO to

provide educational services to homeschool students in the San Luis Valley. The mission of Conejos Clean Water is to build public awareness and encourage advocacy and education around environmental, social, economic, and food justice issues in the Conejos Land Grant Region. The Justice and Heritage Academy, a program under Conejos Clean Water and with the institutional oversight of Mountain Song, provides justice-oriented (social justice, food justice, environmental justice, economic justice, and educational justice) educational services to a homeschool consortium of 40 students bringing the number of students receiving educational services through Mountain Song to 377.

Prenda: This fall, Mountain Song entered a partnership with Prenda Micro Schools to support students in the Pikes Peak region who want to attend in-person instruction in smaller "pods" or micro schools. This is a unique opportunity that comes to us at a time that many families are wanting to enroll their children in a smaller learning environment during this health crisis. Prenda operates under the auspices of Mountain Song, which provides oversight and accountability for enrollment, data reporting, and students services. The current number of Prenda students is 19.

### **Performance Status:**

In its first year, MSCS was given the accreditation rating of Turnaround due to the lower than acceptable performance in Academic Growth and Academic Growth Gap measures based on that year's TCAP scores. The school improved its status in SY15-16 to Performance with Distinction and has since maintained its Performance rating through SY18-19.

After experiencing administrative turnover in the school's first five years, which led to instability and subsequent faculty turnover, MSCS changed its leadership model to a three-fold governance model. In SY17-18, the MSCS Board of Directors established an Interim Administrative Team to temporarily execute the administrative functions of the school. This model provided stability for the school and was favored by the MSCS Board of Directors, faculty, and community members. Based on community and faculty feedback and support, the MSCS Board of Directors changed its bylaws and created an Executive Leadership Team (ELT) in SY18-19 to serve as the school's administrative leadership model in perpetuity. A new Principal, Dr. Teresa Woods, was hired in SY18-19 to serve as a member of the ELT. Dr. Woods, Mr. Dan Kurschner, the Director of Operations, and Ms. Sarah Kreger, the Director of School Performance, work collectively to make consensus-based decisions for the main administrative functions of the school.

Last year, the school's major improvement strategies focused on strengthening our disciplinary policies and practices by utilizing more evidence-based strategies, increasing our enrollment of Gifted and Talented and English Language Learners, improving our test scores among our students with disabilities, and developing a plan for addressing our faltering CMAS math scores school wide. Although we made changes to our disciplinary practices, increased GT screenings, strengthened our Special Education Department's processes, and added a math teacher to support and improve our middle school math scores, our progress in these areas was abruptly cut short due to the covid-19 closure. We will strive to meet our previous academic and school improvement goals, although some of goalposts have changed. For the 2020-2021 school year, our immediate attention will be on implementing our Return to School Plan, addressing learning loss due to the pandemic, and supporting our students and staff members with their mental and emotional health concerns. Of course, the safety of our students and staff members is the most important priority for us. Much of our efforts will go into addressing the facility and technological needs to help us maintain a safe educational environment. We will also continue to improve

our disciplinary policies and practices school-wide, academic achievement and growth scores, and the MSCS Board of Directors is still actively seeking a permanent location for the school for SY21-22.

The ELT will refer to our Return to School Plan, last year's UIP action steps and goals, our 2020 Parent Engagement survey results, and the goals outlined in the five-year strategic plan created in Spring 2018, as guideposts for making its executive decisions through the year.

The primary authors of the UIP are the ELT members. The UIP goals and action steps were identified and developed by the ELT, the faculty, Interventionists, Special Education Department, the Board of Directors, and the School Accountability Committee. The School Accountability Committee discussed the major improvement strategies and priority performance challenges on September 21 and October 19. The SAC will review the final draft UIP in November 2020. The draft UIP will be presented to the MSCS Board of Directors on July 21 and reviewed again in October 6. We will submit the final draft UIP to the Charter School Institute on or before October 28.

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## 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).**

**Academic Achievement:** Unfortunately, the covid-19 pandemic hampered our ability to assess our students in math or English Language Arts in the spring. We will assess and track where our students are academically in the fall. However, the lockdown most likely contributed to a significant learning loss and our efforts will be focused on addressing these impacts. Improving our math achievement and growth scores will continue to be a major improvement strategy this year.

**Student Engagement:** Even though reporting attendance data to the state was waived last year because of the pandemic lockdown, we know that we did not meet the target to have no habitually truant students based on the attendance data we had before the lockdown. Truancy and chronic absenteeism continues to be an issue this year, especially during remote learning. We'll continue to track our chronic absenteeism and habitual truancy, but this target will most likely not be met this school year. Many of our families are having difficulties with the online learning, connectivity, communication with their teachers, or are experiencing personal challenges effecting their children's ability to connect with their classes.

**Enrollment/Mobility:** Although we projected that our enrollment would be around 390 based on the confirmation of enrollments we received from families in the second semester, we have seen a large decrease of students because of the pandemic. We've made up for some of that loss through our partner programs and the addition of an online homeschool enrichment program. and have 7 more students than what we had in the 2019 October count. However, our FTE numbers are below our budgeted enrollment projections. We attribute most of the enrollment loss to the pandemic and our families' reluctance to engage with online learning, in-person learning, or our health protocols.

**New facility:** We are continuing to look for a new facility, as our lease with Colorado Springs School District 11 that owns our facility, is set to expire in June 2021. Covid has impacted our efforts in finding a facility and the financing for purchasing a building, but we are working with our real estate agent and our Futures Committee to find an ideal permanent site. We are partnering with Make Philanthropy Work for a capital campaign to find funding for the downpayment of a facility.

**MTSS for behavior:** This target was met. Last year we hired a Dean of Students and we trained our staff and teachers in trauma-informed education, Positive Behavior Intervention and Supports (PBIS) and piloted a kindness curriculum in several classes. This year, we will continue to build on these efforts and have hired a full-time social worker to work with our students with disabilities.

**Student behavior:** We successfully met this target, as we saw a 30% decrease of out-of-school suspensions and a 33% of in-school suspensions from the SY18-19 school year. However, most of that decrease could be due to the lockdown in March 2020. We've implemented our MTSS for behavior, which also helped decrease in-school and out-of-school suspensions. We'll continue to monitor the suspensions and discipline referrals this year to see if our approaches to discipline will continue to decrease our suspension rates.

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

**Academic Achievement:** We will continue to use our Math Specialists in the middle school grades, but he'll be working with our 5th graders as well. We are almost done with our beginning of year assessments and our Math and Reading Interventionist will work with our students who score in the 25th percentile or lower in math and reading. Our lower grades Reading Specialist will be working with grades 1-4 in small reading groups using the Orton Gillingham method. She and our Math Specialist, Eli Peake, will be creating a framework that aligns our scope and sequence for literacy and math to state standards. We will be purchasing teachers with Ron Jarman's *Teaching Waldorf Mathematics for Grades 1-8* as an additional math resource that will provide practical help for teaching Waldorf mathematics.

**Student behavior/discipline:** In response to the overwhelmingly stressful conditions that our students, families, and staff members have faced and are facing during this epidemic, we have increased social and emotional training and provided resources for our teachers and staff. Some of our teachers participated in trauma-informed self-care and stress response training over the summer through the Colorado Charter School Institute that focused on the science behind stress responses and practices to support the well-being of the adults in our school. A group of our staff, including Dr. Woods, our Social Worker, Dean of Students, and our Special Education Coordinator, are participating in a year-round school culture collaborative through the Colorado Charter School Institute. Other MSCS staff



members have participated in the GRIT 4-ED (Greater Resilience Information Toolkit) training through the University of Colorado at Colorado Springs. We hope these trainings will help us deal with the increased anxiety, behavioral incidents, and stress in students and staff members that will most likely occur this year because of the current global conditions.

**Enrollment/Mobility:** We are somewhat at the mercy of the current covid pandemic this year. However, we're working at getting our name out into the community as much as possible and have hired a part-time Communications Specialist who will be developing a marketing plan to assist us in being more strategic in our recruiting efforts. We have been in the news media 3 times this year and will be featured again in a local news program soon, thanks to our new Communication Specialist. She's also strengthened our social media presence and will be participating in our Development Committee to help us with fundraising and marketing efforts. We hope to continue with our partnership programs that have helped increase our overall enrollment numbers.

**New facility:** We are working with our real estate agent and our Futures Committee to find an ideal permanent site. We are partnering with Make Philanthropy Work for a capital campaign to find funding for the downpayment of a facility.

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## Current Performance

- Our school made significant improvements since being placed on Turnaround Status in SY14-15 and has maintained its Performance Status since SY15-16. The more significant improvements have been around governance, Special Education, our MTSS process, teacher retention, and professional development for our faculty. Last year, the Executive Leadership Team found that more focus needs to be applied toward student achievement, particularly around math, supports for student behavioral and emotional needs, supports for Special Education students, and more support for classroom teachers, particularly around classroom management and differentiation. We also worked to identify and work with more students who are Gifted and Talented. Although we were making strides in these areas, the covid-19 closure drastically interfered with our ability to implement and measure all of our improvement strategies.

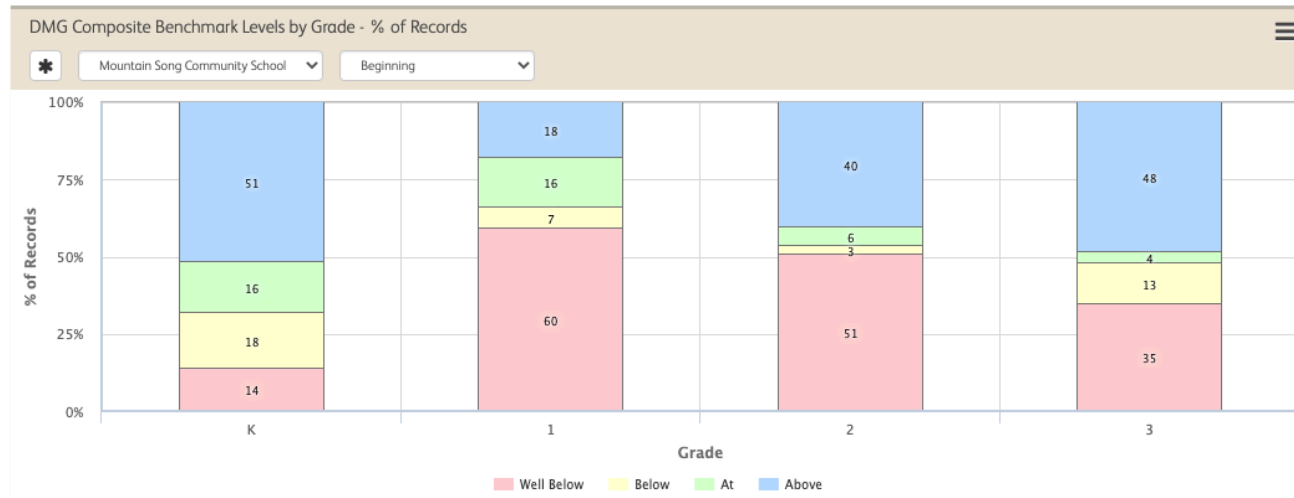
### **K-3 Reading Skills:**

Because we are a Waldorf school, our approach to early literacy skills is very different than those of traditional public school models, primarily focusing on oral and aural skills and comprehension before decoding. Our READ scores for our K-3 students, although much lower than traditional public schools in the state, are consistent with what we expect for our grades K-3. This was anticipated and explicitly explained in our Charter Application. Our approach to reading is a slower approach with foci on oral, aural, and comprehension skills through oral recitation and storytelling in the early grades. In Waldorf schools, letters and their phonetic sounds and writing aren't taught until the 1st grade. In 3rd grade, our students should start to approach the reading and writing averages compared to other public schools, but then continue to surpass those averages in 4th grades.

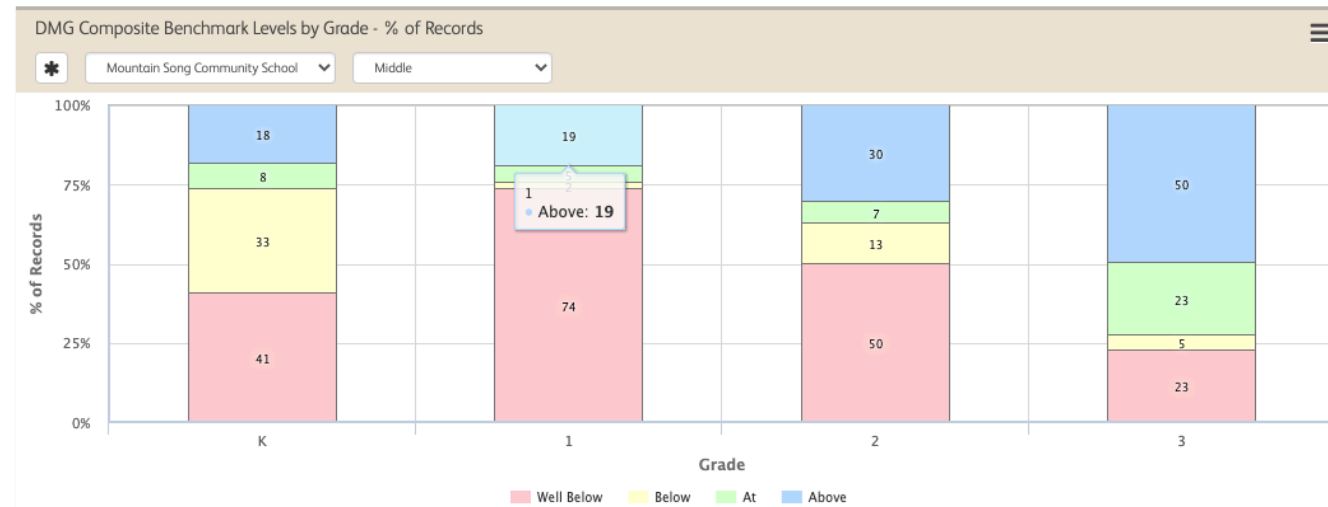
That said, we recognize that some of our students still struggle with reading and our reading scores in the 3rd grades are slightly lower than what we would like. To better support our students and teachers in early literacy, we purchased a Waldorf-aligned and evidence-based literacy curriculum, called Roadmap to Literacy.

Again, because of the covid-19 closure, we were unable to adequately assess whether this curriculum helped improve our students' reading growth from beginning to end of the year. However, our beginning and mid-year results were consistent with data from previous years.

### SY19-20 Percent of Students At or Below Beginning of Year Benchmarks



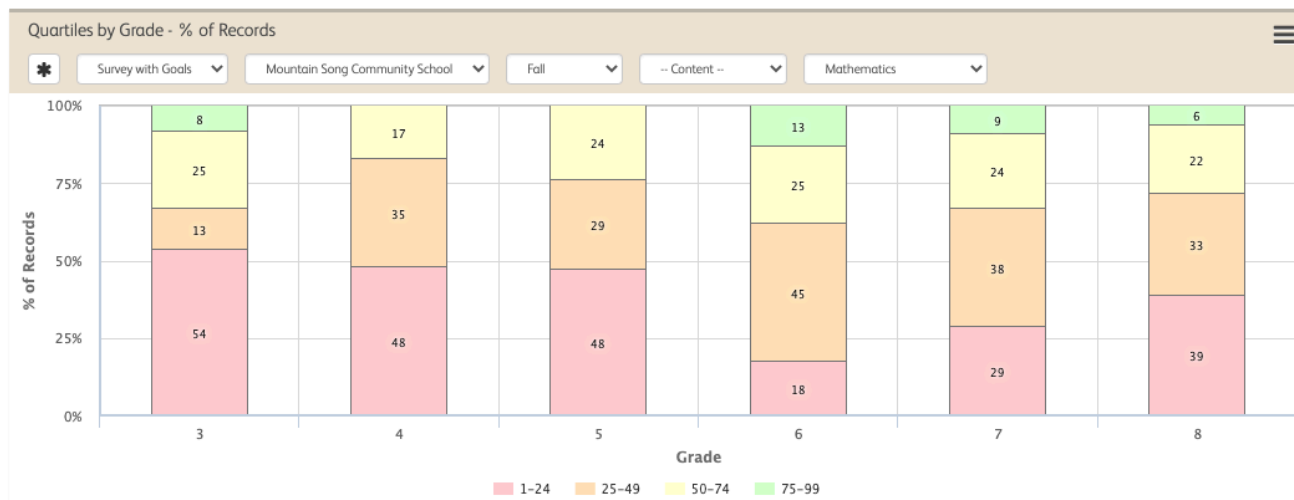
### SY19-20 Percent of Students At or Below Mid-Year Benchmarks



### Grade 3-8 MAP Scores:

Our main academic improvement continues to be on improving math scores. Our math scores have been, for the past 5 years, significantly lower than the state standards and what we would like to see for our school. Most Waldorf schools have higher math scores and we have tried to identify the reasons why this is. We realized that our model of teachers looping with their classes, although positive for classroom management and other social and emotional wellbeing of the students, may be working against our math growth, especially if teachers are not proficient in math throughout the grades. Therefore, we hired a math teacher to work with our middle school students last year. He is now a full-time math teacher working with 5th - 8th grades. We will continue to monitor our math scores closely to see if his dedicated math work with these grades will result in higher and sustained math scores for these grades. We are finishing up our beginning of year NWEA MAP assessments in reading and math, which have been delayed as we worked out the technical and logistical difficulties associated with remote assessments. We have successfully complete most of our remote assessments and are starting to screen our students who scored in the 25th percentile or lower in reading and math. Our Reading and Math Interventionist, Nicole Svenson, will work with our students needing Tier 2 supports in reading and math for grades 4 through 8.

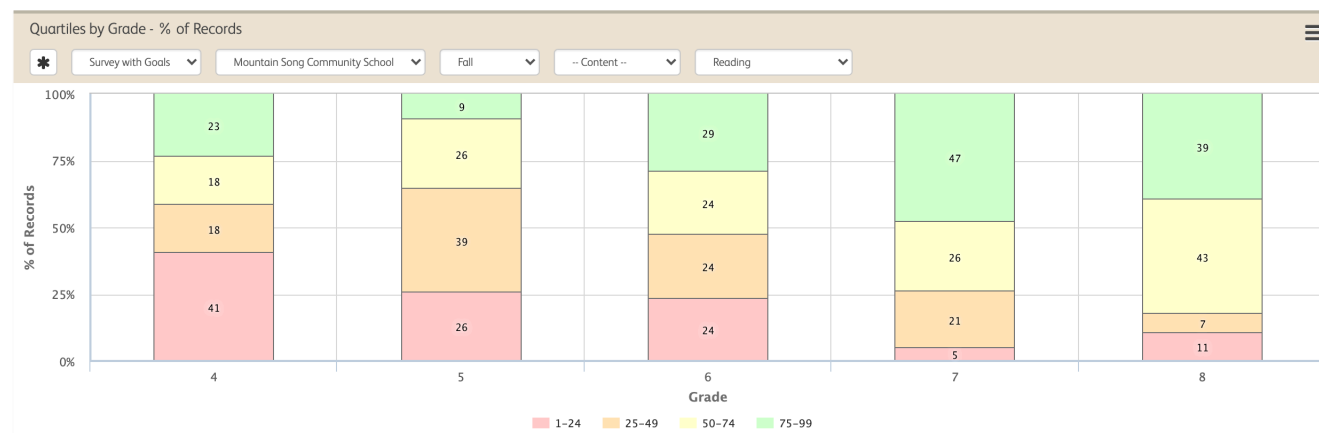
### SY19-20 Beginning of Year Math Scores - Quartiles



### SY19-20 Mid-Year Math Scores - Quartiles



### SY19-20 Beginning of Year MAP Reading Quartiles:



### Return to School Plan:

Our priorities have shifted this year in response to the current pandemic and the global unrest regarding racial disparities. To address impacts of the covid-19 closure, our immediate focus will be on reopening our school safely and implementing effective remote learning options for our students. We'll also assess our students for learning loss and implement strategies to support them academically, as well as emotionally and socially.

In order to address the myriad of issues that returning to school in this pandemic that exist, the school created a Return to School Committee and subcommittees

focused on health and safety, wellness, instruction, data collection, and communication. These committees are comprised of classroom, special subject, intervention, and special education teachers, custodial staff, health room/front office staff, our school nurse consultant, technical support staff, a Board of Directors member, and the Executive Leadership Team. The values that the committee and the school share in considering our strategies for returning to instruction include the following:

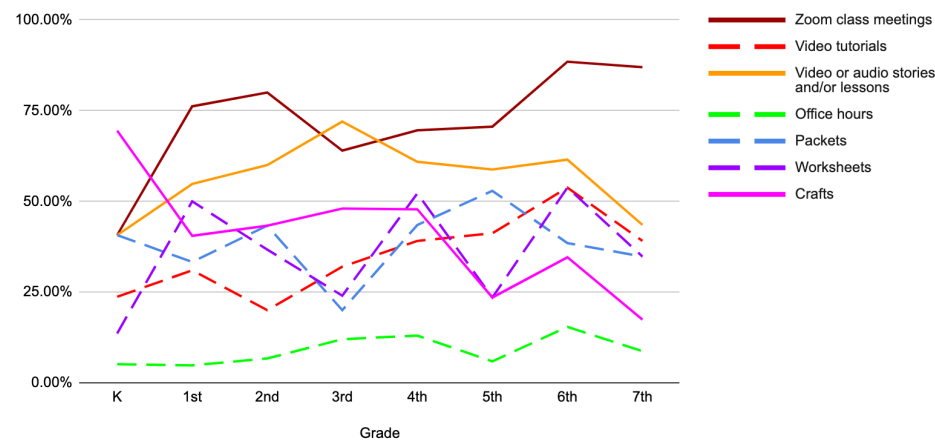
- Quality Waldorf education
- Students being with each other is good for social-emotional health.
- Extremely serious concern for safety of all students, staff, family members.
- Waldorf values consistency, rhythm, routine, resilience.
- Equity and access for diverse learners, families, situations.

Last April, the school created and implemented its Continuous Learning Plan to deliver academic instruction to students during the school closure. Although initially developed as a temporary solution, the Continuous Learning Plan was utilized for the remainder of the 19-20 academic year. Because our school does not focus on technology for delivery instruction for most grades, instead focusing on hands-on skills and experiential learning, we were not as equipped at delivering online instruction as other public schools. Despite this, we successfully implemented our Continuous Learning Plan that delivered instruction remotely in a way that was more closely aligned with our model and approach to education. All teachers (i.e., classroom, subject, special education, gifted and talented, interventionists, and homeschool) created password protected webpages embedded with video/audio recordings of lessons, activities, and stories and choice learning boards with different off-screen activities for students to work on weekly. Weekly class meetings were held via Zoom with subject teachers attending some sessions and all teachers offered open office hours during the week to help students or parents with any questions they had. Packets of assignments and activities were also provided to students to work on and Chromebook computers were distributed to families who needed them to access the remote learning. The kindergarten students, whom we fundamentally discourage being on screens very long periods of time, were given packets of materials to work on at home and their teachers recorded audio/video files of stories, lessons, and games for the parents to view and cover with their children. Assignments were "turned in" with parents sending in photos of the students' work and/or students performing the assigned activities. Grades for some content areas were either not measured during this time or were only given to students who turned in the assignments. There was no punitive measures taken for students not turning assignments during this time.

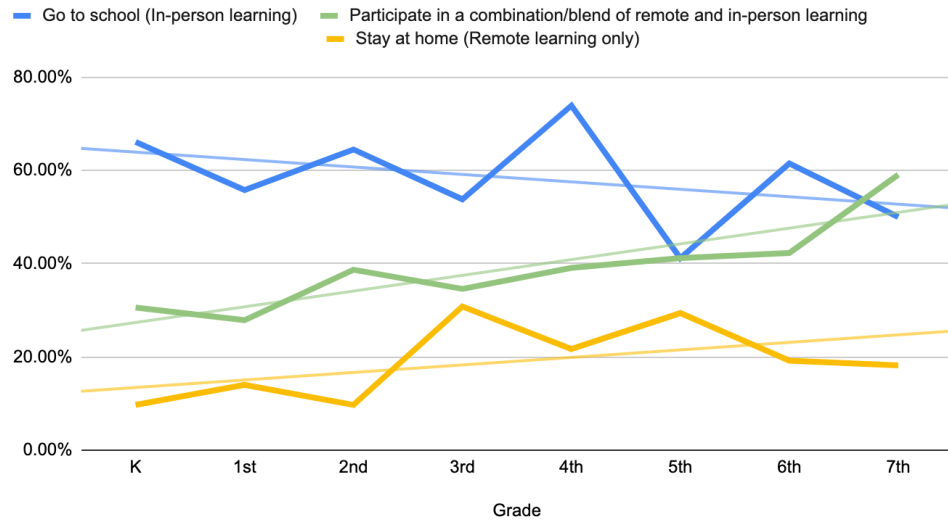
Student engagement (i.e, attendance at Zoom meetings or office hours, assignments turned in, communications via email/phone) was tracked during this time. Although the levels of engagement wavered during the course of this time, we had close to 95% of our families engaging with us on some level. Going forward, should we resume remote learning, we will strengthen our processes for tracking, monitoring, and recording attendance, assignments, and engagement.

In order to determine the efficacy of our Continuous Learning Plan in the spring and our approaches to learning in the fall, the Return to School Committee surveyed incoming and returning parents and staff members about their students' engagement during the closure, their comfortability about returning to remote or in-person instruction, technology concerns, and their concerns regarding health measures (i.e., social distancing, mask wearing, etc.) needed to reduce the spread of the disease. These data, along with the guidance from the El Paso County Health Department and the Colorado Department of Education, were used in determining which models, remote learning activities, and safety precautions the school should implement in the 2020-2021 school year. The data from the parent survey are represented in the charts below:

Which forms of Continuous Learning activities were your child most engaged?



### This fall, I prefer my child would...



## Survey Results

Grade	This fall, I prefer my child would...			Which forms of Continuous Learning activities were your child most engaged?						
	Go to school (In-person learning)	Participate in a combination/blend of remote and in-person learning	Stay at home (Remote learning only)	Zoom class meetings	Video tutorials	Video or audio stories and/or lessons	Office hours	Packets	Worksheets	Crafts
K	66.10%	30.60%	9.70%	40.70%	23.70%	40.70%	5.10%	40.70%	13.60%	69.50%

<b>1st</b>	55.80%	27.90%	14%	76.20%	31%	54.80%	4.80%	33.30%	50%	40.50%
<b>2nd</b>	64.50%	38.70%	9.70%	80%	20%	60%	6.70%	43.30%	36.70%	43.30%
<b>3rd</b>	53.80%	34.60%	30.80%	64%	32%	72%	12%	20%	24%	48%
<b>4th</b>	73.90%	39.10%	21.70%	69.60%	39.10%	60.90%	13%	43.50%	52.20%	47.80%
<b>5th</b>	41.20%	41.20%	29.40%	70.60%	41.20%	58.80%	5.90%	52.90%	23.50%	23.50%
<b>6th</b>	61.50%	42.30%	19.20%	88.50%	53.80%	61.50%	15.40%	38.50%	53.80%	34.60%
<b>7th</b>	50%	59.10%	18.20%	87%	39.10%	43.50%	8.70%	34.80%	34.80%	17.40%
<b>Newly</b>										
<b>Enrolled</b>	66.70%	42.90%	4.80%	NA	NA	NA	NA	NA	NA	NA
<b>AVG</b>	<b>59.28%</b>	<b>39.60%</b>	<b>17.50%</b>	<b>72.08%</b>	<b>34.99%</b>	<b>56.53%</b>	<b>8.95%</b>	<b>38.38%</b>	<b>36.08%</b>	<b>40.58%</b>

Based on the staff survey results, which was disseminated before recent news of spikes in covid-19 cases in El Paso County, about 42% of staff members prefer to return to full-cohort, in-person instruction with 48% of staff members not preferring that model and about 9% choosing neutral or not applicable. About 33% of staff members preferred a hybrid model with students participating in both remote and in-person instruction and about 41% not preferring that model and about 26% choosing neutral or not applicable. About 44% of the staff surveyed preferred to return to a remote learning model with 42% not preferring that model and about 15% choosing neutral or not applicable.

Because this is an ever-changing situation with very limited or conflicting guidance from a multitude of entities, it has been difficult to determine the best course of action for our school. However, based on conversations with our staff and based on the best science and guidance we have from our local health department and the state, our Return to School Committee decided to implement a phased approach to reopening the school. In September, the school returned to remote learning, with Google Classroom as the main online platform, allowing parents and students to get used to using the online learning tools and platforms and allowing us to monitor the number of cases in our region as other schools resume in-person instruction. We entered our next phase of reopening the first full week of October when numbers seemed to be declining and are currently operating in a hybrid model with staggered and modified schedules and smaller cohorts. Our hope is that we'll be able to return to full classes resuming in-person instruction at some point in the year when/if cases decline to the point that it is safe to do so. Social distancing indoors (to the best of our ability), mask wearing for all staff and adult visitors and parents and all students, daily health screening and



temperature checks for all students and visitors, along with other safety and health measures are in place and adhered to. So far, we have not had any confirmed cases of covid-19 in the school.

### **Student Discipline and Behavior Supports:**

This year's data tracked only until March 13, therefore the number of suspensions and disciplinary actions are artificially decreased because of the covid-19 closure. The year before, we had a high number of in-school and out-of-school suspensions, including a high rate among students with disabilities. Our goal last year was to dramatically decrease the amount of suspensions, especially for students with disabilities. We achieved that target, but it may be primarily due to the lockdown. That said, we believe that our MTSS processes and other strategies that we implemented reduced suspensions, especially for our K-2 grades. Last year, we hired a Dean of Students with a counseling background and implemented an evidence-based MTSS system for behavioral support (multi-tiered system of supports), which up to that time, we had only for academic support. The behavior system prior to this was the Three Streams Approach, which is more geared to Waldorf private schools and did not fully support the needs of all our diverse students. The Three Streams Approach was expanded into an MTSS system and our Principal, Dr. Woods, trained our staff and teachers on evidence-based PBIS (positive behavior interventions and supports), both at the classroom level and at the school level. She also conducted training for teachers on social and emotional learning (SEL), using the evidence-based CASEL model, and engaged teachers in mapping the SEL competencies onto our developmentally appropriate Waldorf model. Over the course of the year, Dr. Woods led a teacher book group studying two books on the research on trauma in children, and how to manage it in classrooms. The Professional Development experts brought in this year (prior to COVID) trained teachers in supporting students with behavioral needs, both from a traditional behaviorist perspective and a Waldorf perspective. Our school social worker is now a full-time employee and was given additional hours in order to work with students with disabilities. She, along with the Dean of Students, helped conduct observations, create behavior plans, and implement support and counseling for progress on behavior goals. The school also piloted a Kindness Curriculum, a research-based curriculum for social-emotional development, that we implemented at both a classroom level and a school level. This was especially valuable during COVID as these activities were included on the learning boards teachers created. Our Dean of Students started small group supports for students experiencing military deployments, grief, and behavioral issues. The team for behavior support (Dean of Students, Social Worker, Special Education Coordinator, and Dr. Woods) studied and focused on restorative justice practices to implement. The team also created counseling resource information sheets for families. Based on a grant for CSI to help build capacity at Mountain Song in behavioral support, we contracted with behavior specialists to conduct observations, small group training, and full staff training in behavior management. In these ways, we worked to support students in developing appropriate coping strategies and classroom behavior as alternatives to suspension.

### **Charter Renewal:**

In the midst of a global pandemic, we are also renewing our school's charter, which is set to expire in 2021. Although we are early in the process for the charter renewal application, our authorizer has provided an initial recommendation for a three-year charter renewal with the option of an additional two-year extension, if we hit certain performance benchmarks. Our authorizer, the Colorado Charter School Institute, gave the school high praise when presenting its recommendation to the Performance Management Committee and a mark of distinction because of the school's governance model. We will be presenting our major improvement strategies and our school improvement efforts to the CSI Board of Directors on Tuesday, October 27th. The CSI Board of Directors will be voting to approve our

charter in December 2020.

### **Supporting our diverse learners:**

In response to the demonstrations against racial inequities and prejudices, our school reaffirmed its commitment to providing quality Waldorf education to all its learners. Although past years' data indicate that our non-white students typically out perform our students who are white, we still need to work on increasing the number of non-white students through strategic recruitment efforts and ensuring that all students feel included in our school community and represented in the curriculum. Our Board of Directors recently established a Diversity and Inclusion Committee to look at school wide practices and policies that can support our diverse learners, families, and staff. Unfortunately, the charter renewal work and the reopening efforts have taken priority and this committee will not be fully stood up until later in the year. We will be looking closely at our enrollment practices, our communications, and our curriculum to make sure we're reaching out to enough demographics and are purposely including more cultural diversity in our curriculum.

### **Improving our SPED Program:**

Our school has seen a steady increase in the enrollment of students with disabilities. Anecdotally, we have heard that pediatricians, service providers, and/or other public school educators recommend our school to parents of students with special needs because of our healing and inclusive approach to education. This has resulted in a burgeoning population of students with special needs that challenges our ability to budget for increased program costs. However, our special education teachers and providers are exceptional and provide excellent educational services for our students with special needs. In the spring of 2019 our Special Education Coordinator, Lauren Martinez, was awarded the Educator of the Year award from the CO League of Charter Schools. She was also selected by the Colorado Charter School Institute to participate in the RELAY program through the GSE Graduate School of Education last year to learn about universal design techniques to support learner engagement, understanding, and demonstration of knowledge. As a part of her work in this program, Ms. Martinez identified areas that the school should improve upon in order to strengthen our special education program and support inclusive school wide program designs. She identified that the school's data collection practices, processes, and analyses in the general education classrooms and in the Tier 2 level services, as areas that need improvement to positively impact the academic performance or social/emotional well being of our exceptional learner population.

We also need to continue to work on decreasing the achievement gap and reducing suspensions among students with disabilities. Although we do not have academic data from last spring, we recognize from previous years' data that our students with disabilities do not meet the same level of academic growth as their peers and the pandemic likely contributed to more of an academic gap in this student population. We'll continue to assess and monitor our students with disabilities this year to see if there is a significant gap in their academics and, if so, how we can better support our students in making up this gap.

### **Climate Survey:**

For the past two years, the school has worked with School Perceptions, an independent research firm that specializes in culture and climate surveys for schools, to develop, disseminate, and analyze our annual parent engagement survey. Before working with School Perceptions, the School Accountability Committee was responsible for the development, dissemination, and analysis of the annual survey. However, the data was not useful, verifiable, statistically significant, or was

different year after year and therefore did not show longitudinal growth or trends. Since working with School Perceptions, the school finally has longitudinal, verifiable, and statistically significant data that is useful for school improvement. We received 118 responses from households last spring. Overall, parents are satisfied with the school with 90% of our parents being very satisfied or satisfied with the school and 100% of our parents agreeing to the statement that "My child has a positive relationship with at least one adult at School." Based on the comments and responses from our households, the recommendations for areas to improve on are to improve communications, including the school's website and creating more consistency/support when dealing with matters of student behavior/discipline. Last spring's survey also included covid-19 specific questions. Approximately 21% of our families reported being "great" during the closure, 59% reported being "good", and the remaining reported being "fair". No one reported being "poor." About 76% of our families did not experience obstacles with technology for school work during the closure with 16% of our families reporting they did experience obstacles with technology. The remaining 8% reported "not applicable" to that question.

### **Finding a New Facility:**

Aside from planning for the next school year during the pandemic, we are also actively working on locating a new facility and land to purchase or lease after our lease with Colorado School District 11 ends in June 2021. The local school district may allow us to stay in this facility another year. However, we will need to find a space that will allow us to continue to double track our classes and attain a goal of 450 students. Our current facility is a very charming, but it's about 120 years old and is not as conducive for all the programs we would like to offer. The building's size limits our ability to offer all the programs we would like or grow our enrollment and our kitchen is too small to be able to provide an adequate meals program for the school. In addition, it has many stairs, but no elevators or mobility assistive devices, which limits our ability to accommodate individuals with physical disabilities.

The search for a new facility is not a new focus for the school, as we've been searching other properties in the area and our Futures Committee, the committee responsible for finding a new facility for the school, has been meeting to come up with a plan for the move for the past couple of years. However the pandemic significantly impacted our ability to find a location and secure funding. Our Futures Committee will continue to meet and work with our ELT, Board of Directors, and real estate agent to secure financing and find a location that will allow us to continue to grow and offer quality Waldorf programs for our students for years to come. We hope that our new facility will be suitable to have a meals program and a before and after care program, which will help us provide better services for our students and will support families who are eligible for free or reduced lunches.

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### **Additional Trend Information:**

## Priority Performance Challenges and Root Causes



### **Priority Performance Challenge: Increased need for behavioral, social, and emotional supports**

In the past few years, we've experienced more severe student behavioral needs and the number of out-of-school and in-school suspensions, including for students with disabilities, has increased. Although we saw lower suspensions last year, this could be due to the pandemic. Because of the pandemic, we anticipate we will see significant amount of students needing mental health and behavioral supports.



#### **Root Cause: Teacher Support, Training, and Resources**

Although the school has dedicated its professional development dollars to Waldorf certification training for all its teachers, there is still a great need to provide the teachers with more classroom management assistance, training, and resources to better support them and their students.



#### **Root Cause: Inconsistent and unevenly applied classroom management practices**

Although it's supposed to be implemented using our pedagogy, we've not applied standard classroom management expectations school-wide in a consistent manner. Teachers, especially those who are new to Waldorf or new to teaching, sometimes struggle with managing behaviors, redirecting students, and enforcing discipline in the classroom.



#### **Root Cause: Increasing enrollment with students needing extra supports**

Because of our healing and holistic approach to education, we attract a fair amount of students needing additional behavioral, emotional, and special education services. Although we love all our students and provide the very best care and education that we can for all our students with additional needs, planning and budgeting for the additional hours, types of services, professional staff, and physical space that is needed for these students has become an ongoing challenge for the school.



#### **Root Cause: Current school model not flexible to accommodate student needs during covid-19**

Our current model of hands-on, experiential learning with limited technology used for instruction, makes it difficult meet the needs and demands for our students to have access to the curriculum during the covid-19 pandemic. The model focuses on building strong relationships between teachers and students. Developing and fostering these relationships is hard to do remotely.

### **Priority Performance Challenge: Student Mobility - Enrollment loss**



Although we worked on improving school stability and student retention through marketing and community outreach strategies, the covid-19 pandemic has significantly contributed to the loss of student enrollment.



**Root Cause: Inadequate Classroom Differentiation**

We have historically offered inadequate and/or inconsistent differentiation for the range of student ability levels within each classroom.



**Root Cause: Increasing enrollment with students needing extra supports**

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**Priority Performance Challenge: Low math scores school wide**

For the past five years, we have seen a consistent and significant decrease of our student math growth and achievement scores.



**Root Cause: Inadequate Classroom Differentiation**

We have historically offered inadequate and/or inconsistent differentiation for the range of student ability levels within each classroom.



**Root Cause: Lack of Set Math Curriculum**

In Waldorf education, there are curriculum guides and frameworks in which we instruct math, but no set of math curricula. Teachers are given autonomy in how they deliver the content to the students and prepare their lesson plans, but there are no text books, worksheets, or set curricula that they use.



**Root Cause: Inconsistency of Math Curriculum Due to Looping**

Our practice of teachers "looping" with their students, although very effective in creating cohesion in the classroom and reducing behaviors, has resulted in inconsistencies in the frequency and fidelity that teachers instruct math.

## Magnitude of Performance Challenges and Rationale for Selection:



### **Inadequate or inconsistent disciplinary supports and actions:**

This year's data tracked only until March 13 because of the lockdown, therefore the number of suspensions and disciplinary actions may not given an adequate picture of our disciplinary practices. We had a very high number of in-school suspensions (21) and out-of-school suspensions (57) and 138 total behavioral incidents, which was three times the amount of total incidents the year before. However, we believe that the strategies that we implemented last year and the strategies we put in place for this year will contribute to a decrease in suspensions and help us meet our target of a 30% decrease in suspensions compared to SY18-19.

### **Student mobility:**

Although we worked on improving school stability and student retention, the covid-19 pandemic has significantly contributed to the loss of student enrollment. To retain and recruit students to make up for this shortfall, we are developing a strategic marketing and communication plan to help with student recruitment and are trying to provide as many options as we can to support our families who are wanting full-time in-person instruction, a hybrid model, or full remote learning for their children. Many of our families who left our school were dissatisfied with the remote learning format. Our families chose our school because we do not utilize computers for instruction like other schools do and the reality of having students on the computer for much of their educational day directly conflicts with the values that we have as a Waldorf school and those of our families. Other families who left this year took umbrage to our safety efforts we instituted in response to the pandemic, especially with our mask and social distancing policies. This loss will have significant impacts to our budget, which further complicates or delays our ability to deliver the quality in-person and remote instruction we would like to provide our students. That said, our homeschool consortium, The Justice & Heritage Academy, has seen a two-fold increase in their student enrollment numbers and our partnership with Prenda Micro-Schools has helped stabilized our student numbers. However, we're still faced with enrollment shortfalls, mostly due to the uncertainty surrounding the pandemic.

### **Low math scores school wide:**

For the past several years, we've seen steady declines in our math achievement and growth scores. Our school, as most Waldorf schools do, places strong emphasis on strong relationships between the teachers and the students. To foster this relationship, the teacher "loops" with the same students every year from 1st grade and potentially all the way to the 8th grade for some teachers. When looking at the year-over-year CMAS math data, we recognized that the scores follow the teacher who matriculates with the same group of students every year. For teachers who have a strong proficiency and level of comfort with math, their students generally perform better on math assessments. However, it can be difficult for our teachers who move up the grades with their classes and who are responsible for delivering all the core content to the students, for them to provide consistent and quality math instruction for all their students. Therefore, last year we hired our math instructor to assist our middle school students to ensure they are on track for meeting grade level expectations in math. Although we do not yet have data to show the efficacy of this approach to improving math scores, we are confident in our math

teacher, Mr. Eli Peake, and know that his efforts are paying off. Eli Peak will continue to work with our middle school students and our 5th graders this year. He is also teaching our weekly math groups that meet after school. We will have our beginning of year math data soon after the remaining make-up tests are completed. Initial analysis of the completed math tests confirm that very few of our middle school students will be needing interventions in math. However, we know that our younger students have a more significant learning loss and will need additional supports. Our Reading and Math Interventionist, Nicole Svenson, is currently screening students who scored in the 25th percentile or lower in reading and math during the beginning of year assessments. She will be working to provide intervention supports in both reading and math for grades 4-8. Our Reading Specialist, Leslie Conrad, will be working on making up the reading learning loss and providing support for students in 1st grade through 4th grade. Eli Peake and Leslie Conrad were tasked with developing a framework in the next several years for realigning our scope and sequence in literacy and math to meet state standards and increase rigor.

## Action Plans

### Planning Form



#### Create/implement Fall Learning Plan/Model

**What will success look like:** All MSCS families can access the curriculum and can continue to be engaged and connected to the school through one of our several enrollment options. Health protocols and procedures comply with local health directives and effectively protect against the spread of the disease.

#### Associated Root Causes:



#### Current school model not flexible to accommodate student needs during covid-19:

Our current model of hands-on, experiential learning with limited technology used for instruction, makes it difficult meet the needs and demands for our students to have access to the curriculum during the covid-19 pandemic. The model focuses on building strong relationships between teachers and students. Developing and fostering these relationships is hard to do remotely.

#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Professional Development for technology for remote learning

04/01/2020  
08/31/2020

ELT, Technology Support

PD Technology



Survey families of needs, issues with technology/remote learning, plans for returning to in-person or remote instruction.

06/01/2020  
07/31/2020  
Monthly

Return to School Committee

Staff and Parent Surveys



Regular assessments of health protocols, potential new case numbers, and new guidance from local health department and state

06/01/2020  
06/30/2021  
Weekly

ELT, Safety Committee (Building Manager, Health Clerk, School Nurse Consultant, teachers, support staff)

Progress Monitoring



Train assessment proctors on assessing students remotely

08/01/2020  
09/21/2020

Director of School Performance, Math and Reading Interventionist, Math Specialist

Remote assessment training



Professional Development for resiliency and social and emotional learning.

08/24/2020  
08/28/2020  
Monthly

ELT, Wellness Committee; School Nurse Consultant

PD Health & Wellness



Communicate new guidance, case numbers, and next phase of reopening to families

09/02/2020  
06/30/2021  
Monthly

Safety Committee, ELT

Communication

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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	Remote student services	Create and provide remote learning services for students in special education, gifted and talented, and Tier 2 intervention	04/01/2020 06/09/2021	General fund, SRD funds, Gifted and Talented funds, IDEA funds	Special Education Department, Reading Specialist, Math Specialist, Gifted and Talented Teacher, Reading and Math Interventionist
	Online homeschool	Creation of online homeschool program	05/01/2020 08/31/2020	General fund	ELT, Homeschool teachers
	Return to School Committee	Create Committees for safety, health & wellbeing, instruction, communication, & surveys	06/01/2020 08/18/2020	General fund; COVID Relief funds for stipends for teachers	ELT, teachers, specialists, SPED teachers, subject teachers
	Collecting Data	Identify best approaches and school model based on data, science, and state and local health department guidance	06/01/2020 06/30/2021	General fund	ELT, Return to School Committee
	Online learning technology	Identify software programs for remote learning/assessment	06/01/2020 08/18/2020	General fund; COVID Relief	ELT, Return to School Committee
	Health Protocols	Develop and implement school-wide health and safety protocols for in-person instruction	06/01/2020 09/03/2020	General fund; COVID Relief	ELT, Safety Committee, Return to School Committee



Technology Support

Hire a part-time technology support position for assistance with remote learning

06/01/2020  
08/18/2020

General fund;  
COVID relief

EL



Communication

Develop consistent and clear communication practices to ensure that all families receive information about fall instruction by using video recordings, updates to website, Songbird e-newsletter communications, social media, mail, etc.

06/01/2020  
06/30/2021

General fund

ELT,  
Communication  
Committee



Procurement of Computers

Purchase and configure Google Chromebooks for families in need for a device for their child(ren) to connect to the remote learning.

06/01/2020  
09/02/2020

COVID Relief;  
CARES funds

Director of  
Operations,  
Technology Lead,  
teachers



Assessments

Develop a plan for assessing students remotely and in person using NWEA MAP for reading and math

08/01/2020  
09/21/2020

General Fund

Math and Reading  
Interventionist,  
School Assessment  
Coordinator/Director  
of School  
Performance



Assessing for learning loss

Assess students in K-8 for grade level proficiencies in reading and math through interim assessments, formative assessments, Tier 2 screeners, and CogAT screeners

09/21/2020  
06/09/2021

General fund,  
SRD funds, Gifted  
and Talented  
funds

Director of School  
Performance  
(School  
Assessment  
Coordinator),  
Reading Specialist,  
Math Specialist,  
Gifted and Talented  
Teacher, Reading  
and Math



## Support the well being of all students through increased SEL

**What will success look like:** Students, staff members, and families will feel supported, engaged, and heard by MSCS teachers and administration during this historically stressful time.

### Associated Root Causes:



#### Teacher Support, Training, and Resources:

Although the school has dedicated its professional development dollars to Waldorf certification training for all its teachers, there is still a great need to provide the teachers with more classroom management assistance, training, and resources to better support them and their students.



#### Current school model not flexible to accommodate student needs during covid-19:


Our current model of hands-on, experiential learning with limited technology used for instruction, makes it difficult meet the needs and demands for our students to have access to the curriculum during the covid-19 pandemic. The model focuses on building strong relationships between teachers and students. Developing and fostering these relationships is hard to do remotely.



#### Inadequate Classroom Differentiation:

We have historically offered inadequate and/or inconsistent differentiation for the range of student ability levels within each classroom.




### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Trauma-Informed	Trauma-Informed Self-Care and Stress Response through CSI	08/01/2020 10/31/2020	Faculty and staff members, Principal, Social Worker, Dean of Students,	

Training		Special Educator Teachers			
	Teachers, staff members, and administration will be provided training on the Greater Resilience Information Toolkit through the University of Colorado at Colorado Springs	08/01/2020 06/30/2021	Faculty and staff members, Principal, Social Worker, Dean of Students, Special Education Teachers		
GRIT Training					
	School participation in the CSI School Culture Collaborative	09/02/2020 06/30/2021 Monthly	Principal, Social Worker, Dean of Students, Special Education Coordinator		
School Climate Collaborative					
	All classroom and subject teachers to implement and utilize social and emotional learning in coursework	09/02/2020 06/09/2021 Weekly	Classroom teachers in K-8, Special Subject Teachers, Principal, Pedagogical Director		
SEL Classroom Practices					

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Reach out and provide food, transportation, clothing, and other assistance to families who are experiencing homelessness	03/13/2020 06/30/2021	McKinney-Vento funds	Homeless Liaison, Dean of Students	
Homeless Assistance					
	Provide a webpage with a list of community and school resources online, staff contact information, and information for families and students needing mental health supports	03/13/2020 08/01/2020	General Fund	Technology Lead, Dean of Students, Social Worker	
Online Mental Health Resources					
	Train faculty and staff members in trauma-informed education,	06/01/2020		Principal, teachers, Dean of Student, Social	

Professional Development	resiliency, stress care, and social and emotional learning	06/30/2021	General Fund	Worker, Special Education Coordinator
 SEL Curriculum	Research and acquire SEL practices/curricula for daily classroom work.	07/01/2020	General Fund	Dean of Students, Social Worker, Principal, Teachers
 Full-Time Social Worker	Hire a full-time social worker to support students, especially those with IEPs, needing social, emotional, and behavioral support	07/01/2020 08/01/2020	General Fund, IDEA funds	Social Worker, ELT, Principal, Director of Operations
 Tracking disengaged students	Develop protocol, processes for tracking students who are not engaging or communicating with the school during remote learning.	07/01/2020	General Fund	Dean of Students, Social Worker, School Homeless Liaison



### Increase our math growth and achievement scores for grades 3-8

**What will success look like:** Despite the current challenges and historic learning loss, the majority of our students will get back on track for meeting math standards for their grades and will continue to make gains in math through a more rigorous and aligned math program at MSCS.

#### Associated Root Causes:



#### Inconsistency of Math Curriculum Due to Looping:

Our practice of teachers "looping" with their students, although very effective in creating cohesion in the classroom and reducing behaviors, has resulted in inconsistencies in the frequency and fidelity that teachers instruct math.



**Inadequate Classroom Differentiation:**

We have historically offered inadequate and/or inconsistent differentiation for the range of student ability levels within each classroom.



**Teacher Support, Training, and Resources:**

Although the school has dedicated its professional development dollars to Waldorf certification training for all its teachers, there is still a great need to provide the teachers with more classroom management assistance, training, and resources to better support them and their students.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Tier 2 Screening	Screen grades 3-8 students who perform in the 25th percentile or below for intervention supports and develop learning goals to assist those students in math	09/02/2020 06/09/2021 Quarterly	Math and Reading Interventionist/Classroom Teachers	
 GT Screening	Screen students who perform at the 95th percentile or above in math or reading for giftedness	09/02/2020 06/09/2021	Gifted and Talented Teacher, Classroom Teachers	

**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status
 After-school math club	Create a weekly math club for grades 5-8 with the Math Specialist	09/03/2019	General Fund	Middle School Math Specialist	
 Full-time math teacher	Hire a full-time math specialist to teach math to grades 5-8	07/01/2020 08/01/2020	General Fund	Principal, Director of Operations, ELT	



Curriculum  
realignment

Develop a MSCS framework for reading and math for grades 1-8 that aligns with state standards and Waldorf curriculum

09/02/2020  
06/01/2023

General Fund;  
SRD funds

Principal, Middle  
School Math  
Specialist,  
Reading Specialist



Tier 2 Supports

Provide Tier 2 supports for students in grades 3-8 struggling in math and reading

09/02/2020  
06/09/2021

General Fund,  
SRD funds

Math and Reading  
Interventionist,  
Reading  
Specialist,  
Classroom  
Teachers



Waldorf Math  
Materials

Purchase of Waldorf math materials (Teaching Waldorf Mathematics in Grades 1-8 by Ron Jarman)

12/01/2020  
06/30/2021

General Fund

Principal, Middle  
School Math  
Specialist

## School Target Setting



**Priority Performance Challenge : Increased need for behavioral, social, and emotional supports**



**PERFORMANCE INDICATOR:** Student Behavior

### MEASURES / METRICS:

ANNUAL  
PERFORMANCE  
TARGETS

**2020-2021:** By the end of 2020-2021, the number of out-of-school and in-school suspensions will be reduced by 30% compared to the 2018-2019 academic year.

**2021-2022:** By the end of 2021-2022, our number of in-school and out-of-school suspensions will be drastically reduced by 50% compared to the 2018-2019 academic year.

**INTERIM MEASURES FOR 2020-2021:** Number of behavioral referrals, number of suspensions, number of overall behavior incidents, number of suicide/threat assessments

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**Priority Performance Challenge : Student Mobility - Enrollment loss**

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**PERFORMANCE INDICATOR:** Other

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**MEASURES / METRICS:**

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ANNUAL  
PERFORMANCE  
TARGETS

**2020-2021:** By the end of the 2020-2021 academic year, we will retain the majority of our students in our full-time program and our mobility rate will be reduced to 10%.

**2021-2022:** By October Count of 2021, we will have positive enrollment growth and will have the same number of students as we did in 2018-2019

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**INTERIM MEASURES FOR 2020-2021:** Number of exit surveys or notices of withdrawals, number of intent to enroll forms, number of interested families contacting the school, number of waitlisted students

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**Priority Performance Challenge : Low math scores school wide**

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

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**MEASURES / METRICS:**

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ANNUAL  
PERFORMANCE  
TARGETS

**2020-2021:** By the end of 2020-2021, 40-50% of our grades 3-8 students will be back on track in meeting their grade level proficiencies in mathematics

**2021-2022:** By the end of 2021-2022, 50-75% of our middle school students will be meeting or exceeding state benchmarks in mathematics

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**INTERIM MEASURES FOR 2020-2021:** NWEA MAP math scores for fall, winter, and spring; number of students in Tier 2 supports

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