



# Colorado's Unified Improvement Plan for Schools

**MOUNTAIN SONG COMMUNITY SCHOOL UIP 2018-19** | 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...

<p><b>INCREASING ACADEMIC RIGOR IN ALL GRADES</b></p>	
<p><b>IMPROVING CLASSROOM MANAGEMENT PRACTICES IN THE CLASSROOMS</b></p>	
<p><b>INCREASE AND STRENGTHEN WALDORF CURRICULUM THROUGHOUT GRADES</b></p> <p><b>Description:</b></p>	

All parents, grades teachers, Kindergarten teachers, and Specials teachers fully understand and effectively implement Waldorf teaching methods and concepts.



## CONTINUING TO STRENGTHEN MTSS PROCESS AND INCREASE DIFFERENTIATION IN CLASSROOMS

### Description:

Our MTSS Team will solidify and strengthen our MTSS process to better identify GT and students needing instructional and/or behavioral support, plan and provide accountability for targeted interventions by the interventionists, as well as provide support and strategies to the classroom teachers with the goal of increasing differentiation in the classroom. All three interventionists will work with teachers and mentor them to assist with students needing supports.



## 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.



### UNDERSTANDING AND IMPLEMENTATION OF WALDORF MATH CURRICULUM

### Description:

Most of MSCS teachers have not been sufficiently trained in Waldorf pedagogy and how to effectively teach math using Waldorf methods.



### FACULTY TURNOVER

### Description:

Although teacher turnover has decreased, any turnover in teachers at MSCS has adversely affected the way in which math curriculum is taught in some grades and has contributed to the mobility of students, which negatively affects student performance.



### INCREASING ENROLLMENT WITH STUDENTS NEEDING EXTRA SUPPORTS

**Description:**

We've experienced an increase of students needing additional behavioral, emotional, and special education services that challenges us, because of the amount of hours, types of services, staff, and physical space that is needed for these students.



**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.



**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.



**LACK OF CLEAR EXPECTATIONS FOR PARENTS**

**Description:**

Many parents seeking an alternative education for their students may come to our school with limited or no understanding about our processes, requirements, and our pedagogy. In the past, the school was not enforcing its policies consistently, which resulted in confused or frustrated parents and noncompliance with our policies.



**Then we will change current trends for students**

**DECREASED ACADEMIC ACHIEVEMENT AND GROWTH SCORES, ESPECIALLY IN MATH**

**Description:**

The past few years' academic achievement and growth scores, especially in math, reflect the need for increased academic rigor and consistency in the classroom.



## INCREASED AMOUNT AND SEVERITY OF BEHAVIORAL INCIDENTS

### Description:

More support and personnel has been dedicated this year to assist our students who have behavior issues. However, managing the enormity and frequency of daily behavioral incidents has proven to be an enormous challenge for our student support personnel, administration, faculty, and other students trying to learn.



## INCREASED STUDENT MOBILITY RATES, ABSENCES, AND DECREASED ENROLLMENTS

### Description:

The fluidity of students who enroll or withdrawal from the school, as well as the amount of habitually truant and/or chronically absent students, adversely effect the rhythm, stability, consistency, and cohesion of the classrooms. Parental involvement and understanding are key factors to assist in this area.



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:** Sarah White

**Mailing Street:** 2904 W. Kiowa St.

**Phone:**(719) 203-6364

**Name:** Teresa Woods

**Mailing Street:** 2904 W. Kiowa St.

**Phone:**(719) 203-6364

**Title:** Director of School Performance

**Mailing City / State/ Zip Code:** Colorado Springs Colorado 80904

**Email:** sarahwhite@mountainsongschool.com

**Title:** Principal

**Mailing City / State/ Zip Code:** Colorado Springs Colorado 80904

**Email:** twoods@mountainsongschool.com

**Name:** Dan Kurschner

**Title:** Director of Operations

**Mailing Street:** 2904 W. Kiowa St.

**Mailing City / State/ Zip Code:** Colorado Springs Colorado 80904

**Phone:**(719) 203-6364

**Email:** dkurschner@mountainsongschool.com

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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 charter school authorized by the Colorado Charter School Institute. The mission of MSCS 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 seventh year of operation and serve approximately \_\_\_ students in grades K-8, including a Homeschool Enrichment Program for grades 1-8. The school's population includes about \_\_\_% of students eligible for free/reduced lunch (FRL) and is predominately White with approximately \_\_\_% of students identifying as White or Caucasian, \_\_\_% identifying as Hispanic, and \_\_\_% identifying as two or more races. The remaining \_\_\_% identify as Asian, Black or African American, American Indian or Alaskan Native, and Native Hawaiian or Other Pacific Islander. Approximately \_\_\_% of the student population has an Individualized Education Plan and are receiving Special Education Services. ~~We currently do not have students who are Non- or Limited-English Proficient.~~ Our overall mobility rate (unduplicated) from last End of Year 2019 was \_\_\_%.

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 six formative years of operation, Mountain Song still continues to thrive and growth despite its turbulent events and fluctuation of faculty members and administrators. The school's resilience and strength stem from its dedicated staff and community members, our proven curriculum, and our amazing students to whom we all strive to serve to our greatest capacities. During the course of the last school year (2017-2018), a new shared leadership model (developed initially to operate temporarily during a search for a replacement for the outgoing Executive Director) proved to be a more stable and sustainable model for the administration and operation of the school. This Interim Administration Team included the former Games and Movement Teacher, Laura Hassell, Dan Kurschner, the Business Manager, and, Sarah White, the Registrar/School Performance Manager. The Interim Administration Team members were selected by the Board of Directors because of their roles at the school, their previous work experiences, and dedication to the success of MSCS. After positive survey results and feedback from community and staff members, the MSCS Board of Directors decided to continue the three-fold governance model in handling the daily fiduciary, disciplinary, and operational functions of the school. Laura Hassell declined the invitation to continue to serve in her role as Principal and resumed her previous position as Games and Movement Teacher. A new Principal, Dr.~~

~~Teresa Woods, was hired in June 2018. Dr. Woods carries with her deep knowledge and experience in Waldorf education, science, and public education curriculum and alignment. Dan Kurschner and Sarah White continue to serve in their administrative roles with added executive responsibilities.~~

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 stood up 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 Sarah White, the Director of School Performance, work collectively to make consensus-based decisions for the main administrative functions of the school.

During SY18-19, the ELT focused on providing grounding and stability within the school while addressing some of the major improvement strategies identified last year, including: increasing rigor throughout the grades; strengthening and improving classroom management practices in the classrooms; providing professional development for teachers; maintaining positive teacher retention; developing fundraising and community development strategies and goals; and, continuing to build on the strategic identification of students with academic and behavioral needs and the interventions to help them succeed.

The ELT will refer to last year's UIP action steps and goals, along with 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 actions 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 reviewed the draft major improvement strategies and priority performance challenges on September 10, 2018 and provided suggestions for increasing parental involvement to address attendance and enrollment issues. The draft UIP was presented to the MSCS Board of Directors on October 2, 2018 who approved the major improvement strategies. We will submit the final draft UIP to the Charter School Institute on or before October 15, 2018.

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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).**

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

## 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. Over the course of last year, the Executive Leadership Team, while trying to establish itself and create stability in the school, found that more focus needs to be applied this year 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.

### Academic Performance

#### 2019 Spring CMAS Achievement:

In Spring 2019, our overall median scale score (MSS) for elementary students was \_\_\_ in ELA, \_\_\_ in math, and \_\_\_ in science. In 2018, our elementary students achieved 741.3 in ELA, 720.1 in math, and 604.2 in science. The middle school MSS for ELA decreased from 745 in 2017 to 736.2 in 2018 and in math the MSS decreased from 736 in 2017 to 722.9 in 2018. There were too few students in middle school to calculate the science scores.

#### 2019 Spring CMAS Growth:

~~Our elementary 2019 Median Growth Percentile (MGP) in ELA was 54.0 compared Colorado Springs School District 11's (our geographic district's) MGP of 49.0 in elementary ELA. Our middle school MGP in ELA decreased slightly from 51.0 in 2017 to 46.0 in 2018. Overall, 27% of our school had low growth, 38% had typical growth, and 35% had high growth in ELA. Approximately 52% of our students were at or above the 50th percentile in ELA.~~

~~Our 2018 elementary MGP in math was 35.0, which is much lower than the local district's MGP of 52.0 in elementary math. The MGP in middle school math was 62.0, resulting in a MGP that is 19 points higher than the local district in middle school math. Approximately 39% of our students had low growth, 34% had typical growth, and 27% of our students had high growth in math. Overall, 47% of our students are at or above the 50th percentile in math compared to 42% from the year prior.~~

#### 2018 Spring CMAS Subgroups:

~~Among our students who are eligible for free or reduced lunch (F/R), 45.9% met or exceeded state expectations in ELA and received a median scale score of 736 in ELA. This is 8 points higher than the local district's F/R students who received a MSS of 728 in ELA. The MGP among this subgroup was 54.0 in ELA compared to the local district's MGP of 47.0 in ELA. In math, 13.5% met or exceeded state expectations and received a MSS of 717 in math. This is a decrease from 722 in 2017 and is 12 points lower than the local district's MSS of 729 among the same subgroup. Growth in math among this subgroup was also much lower this year with our F/R students receiving a MGP of 37.5 compared to 45.0 MGP in District 11.~~

~~Among our minority students, 51.0% met or exceeded state expectations in ELA and received a MSS of 745. District 11 minority students received a MSS of 733 in ELA in 2018. Their growth scores were also higher than the local district with a MGP of 54.0 compared to District 11's MGP of 47.0 in ELA. Math is also an area needing attention for this subgroup as 13.7% of the students met or exceeded state expectations and received a MSS of 723 compared to 729 in District 11. The MGP our minority students received in math was 38.0 compared to 48.0 they received in 2017.~~

~~Only 4.5% of our students with Individual Education Plans (IEPs) met or exceeded state expectations in ELA and received a MSS of 702. In math, 8.3% of our students with IEPs met or exceeded state expectations and received a MSS of 704. There were too few students tested to receive growth scores for ELA, math, and science.~~

#### Participation:

~~In ELA and math, we met the 95% participation rating in Spring 2018. However, in science we only achieved a 82.5% participation rating for the science assessment. This is due to the fact that we had parent refusals, absences, and invalid tests. As we do with all our assessments, we will continue to encourage our families to bring their children in every day during the assessment window and have their children participate in our assessments. We will also change the testing schedule so that the assessments are not so spread out during the testing window, which will hopefully decrease the amount of absences.~~

#### SY17-18 BOY/EOY NWEA MAP Comparative Data:

Our 2017-2018 interim assessment data for students in grades 3 -8 showed a decline in percentages of students at or above the 50th percentile in math and a slight increase in reading from the Beginning of Year testing to the End of Year testing. The percentages of students at or above the 50th percentile in math, language arts, and reading are listed below:

#### BOY NWEA MAP Percentages

Language Arts:	Math:	Reading:
Grade 3 - 41%	Grade 3 - 35%	Grade 3 - 41%
Grade 4 - 59%	Grade 4 - 40%	Grade 4 - 59%
Grade 5 - 68%	Grade 5 - 45%	Grade 5 - 61%
Grade 6 - 59%	Grade 6 - 30%	Grade 6 - 72%
Grade 7 - 74%	Grade 7 - 33%	Grade 7 - 58%
Grade 8 - 67%	Grade 8 - 67%	Grade 8 - 72%

#### EOY NWEA MAP Percentages

Language Arts:	Math:	Reading:
Grade 3 - 44%	Grade 3 - 17%	Grade 3 - 22%

Grade 4 - 46%	Grade 4 - 32%	Grade 4 - 68%
Grade 5 - 64%	Grade 5 - 34%	Grade 5 - 66%
Grade 6 - 42%	Grade 6 - 19%	Grade 6 - 67%
Grade 7 - 50%	Grade 7 - 32%	Grade 7 - 78%
Grade 8 - 53%	Grade 8 - 53%	Grade 8 - 50%

The SY17-18 Spring MSCS mean RIT scores for language arts, math, and reading compared to the 2015 National Norms in each grade are listed below.

MSCS Language Usage

Grade 3 - 190.2  
 Grade 4 - 204.5  
 Grade 5 - 212.9  
 Grade 6 - 212  
 Grade 7 - 218.6  
 Grade 8 - 219.5

2015 National Norm in Language Usage

Grade 3 - 200  
 Grade 4 - 206.7  
 Grade 5 - 211.5  
 Grade 6 - 215.3  
 Grade 7 - 217.6  
 Grade 8 - 219

MSCS Reading

Grade 3 - 184.6  
 Grade 4 - 205.2  
 Grade 5 - 213  
 Grade 6 - 213.9  
 Grade 7 - 223.2  
 Grade 8 - 221.1

2015 National Norm in Reading

Grade 3 - 198.6  
 Grade 4 - 205.9  
 Grade 5 - 211.8  
 Grade 6 - 215.8  
 Grade 7 - 218.2  
 Grade 8 - 220.1

MSCS Mathematics

Grade 3 - 187.5  
 Grade 4 - 207.5  
 Grade 5 - 214.5  
 Grade 6 - 210.4  
 Grade 7 - 220.7  
 Grade 8 - 230.5

2015 National Norm in Mathematics

Grade 3 - 203.4  
 Grade 4 - 213.5  
 Grade 5 - 221.4  
 Grade 6 - 225.3  
 Grade 7 - 228.6  
 Grade 8 - 230.9

### K-3 READ Data:

According to our 2018 READ results, 47 students were identified as having a significant reading deficiency compared to 54 end of 2017. Our DIBELs scores, 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 and up.

### Percentages of Composite Benchmark Levels by Season:

#### BOY SY17-18

Above Benchmark: 22%

At Benchmark: 22%

Below Benchmark: 18%

Well Below Benchmark: 39%

#### MOY SY17-18

Above Benchmark: 20%

At Benchmark: 14%

Below Benchmark: 13%

Well Below Benchmark: 53%

#### EOY SY17-18

Above Benchmark: 19%

At Benchmark: 18%

Below Benchmark: 11%

Well Below Benchmark: 53%

Because of our approach to early education and reading, we will not be implementing any grade level or classroom level interventions for reading in K-3. However, we do work with students who struggle with reading, eye-tracking, and comprehension in the early grades and utilize a variety of interventions to assist those students including working in a group with a reading interventionist. We are revising our MTSS process so that we can identify early on any students who are falling significantly behind grade level expectations. We are also exploring integrating curricula in our K-3 grades that supports both the Waldorf pedagogy and improves reading in the younger grades. Our Extra Lesson Teacher will be working with our younger grades to help identify children with midline, sensory, and/or tracking issues through movement-based methods that help develop neural pathways that may affect reading among some students. Her approach will be for all students in younger grades, but our Reading Specialist will continue to work with small groups needing additional reading support.

### **Enrollment/Mobility Rates**

According to our preliminary SY17-18 EOY summary, our unduplicated mobility rate for SY17-18 was approximately 15%. Last year 47 students left the school after the October Count, which is about 14% of the 330 students we reported for October Count. Over the course of the summer we saw a significant loss of students with 46 students withdrawing from the school, an additional 14% of the 332 students we had at the end of the year last year.

We also experienced an overall decrease in our enrollment. Our projected enrollment was closer to 340 students and our current enrollment is just around 315. The loss of students who've been with the school multiple years and the current influx of students needing extra supports and services impacts the school financially and academically as we struggle to maintain our student achievement scores and growth while balancing the increasing student demands with our

limited finances and personnel. Possible factors that led to fewer enrollments and the loss of some students include: new charter schools that opened in the area and tapped into our same niche; dissatisfaction among some families because of the lack of classroom management and/or academic rigor in some of the classrooms; and/or students' dissatisfaction because of the lack of amenities that our school can offer. Some mobility in the school is related to the transience of military families in the area and the school's lack of transportation that hampers some of our low income families from getting their students to and from school.

### **Staff and Teacher Turnover/Retention**

This year, we've seen less teacher turnover than we had experienced in past years. Only two teachers did not continue their employment with Mountain Song this year. Finding qualified teachers well versed in Waldorf pedagogy is not easy and we generally hire public school teachers who we then train in Waldorf education. Teacher turnover adversely impacts the transfer of knowledge, the quality of instruction from year to year, and disrupts the relationships between the classroom teacher and the students. This relationship building is the most integral part of our curriculum as the classroom teacher stays with the same group of students from grades 1 through grade 5 and sometimes even all the way to the 8th grade. Establishing a strong relationship between the teacher and students improves behavior issues and academic achievement.

The Interim Administration Team made strides last year to mitigate teacher and staff turnover by establishing clear expectations, fair evaluation processes, and professional development opportunities, which in turn will help improve our student stability rates. The Interim Administrative Team also created a more equitable and competitive pay structure which remunerates teachers for their years of employment at MSCS, Waldorf-certification, education, experience, and committee work. The Executive Leadership Team will continue to remunerate our hard-working teachers with the increased per pupil revenue and Mil Levy funds. Maintaining the shared governance model with a qualified Principal to support our teachers, students, and parents, will also stabilize the school and reduce teach turnover.

### **Student Support Services**

In the past, our Special Education Department was not adequately staffed to handle the demands of writing, evaluating, and monitoring all the IEPs and 504s and meet the IEP hours for all the students with disabilities. This year, an additional .5 FTE Special Education Teacher will assist with meeting the students' IEP hours, bring the Special Education staff to 2.5 FTEs. Lauren Martinez is now the SPED Coordinator and will focus her attention on the oversight and development of IEPs and 504s.

As of September 2018, we've experienced an increase in the amount of students needing more out-of-class supports and services. There are currently 38 students who have IEPs and seven students who have 504 plans, representing approximately 14% of the school (including homeschool students). Without including the homeschool students, who are not eligible to receive special education services, this percentage increases to about 16% of our regular student population. Of our students who have special education services, five students are considered "severe needs" and require 40-79% of the day in General

Education. The remaining 33 students are require less pull-out services with 80% or more of the day in General Education. Our Special Education Team provides 121.75 hours in direct academic services per week and the number of para-support and specialist services equates to 168 hours per week.

In addition to students with special education needs, we are also experiencing increased discipline and behavior issues among some of our students. Chimene Phillips, who worked part-time last year supporting the behavioral and emotional needs of students, is now our full-time Student Support Coordinator. She works in tandem with our Principal, School Counselor, and our Special Education Team to address behavior and discipline among some students. She's working with the Principal in developing discipline policies and procedures that are more consistent, clear, and effective.

To ensure that our higher achieving students also receive the support they need, Ms. Martinez is overseeing the Gifted and Talented program and supervising Claudia Martin, our part-time GT teacher. Ms. Martin will be supporting teachers with differentiation in the classrooms for the GT students. We currently have about five students in the GT program.

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## Trend Analysis



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

The ELA Middle school achievement scores in ELA have decreased since 2016 (2016 = 752 MSS; 2017 = 745 MSS; and 2018 = 736 MSS)



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

The achievement scores in math have decreased school-wide since 2016 and are well below the state expectations with elementary students hovering around the 17th percentile and middle school students hovering around the 29th percentile. (2016 = 722 MSS in elementary/741 MSS in middle school; 2017 = 726 MSS in elementary/736 MSS in middle school; and 2018 = 720 MSS in elementary/723 MSS in middle school)



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

The median growth percentage increased slightly among elementary students in math from 34.0 in 2017 to 35.0 in 2018, but fell below the state's expectation of a MGP of 50 or higher.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

The ELA middle school growth scores have decreased since 2016. (2016 = 90.0 MGP; 2017 = 51.0 MGP; and 2018 = 46.0 MGP)

### Additional Trend Information:

### Priority Performance Challenges and Root Causes



#### **Priority Performance Challenge: Decreased academic achievement and growth scores, especially in math**

The past few years' academic achievement and growth scores, especially in math, reflect the need for increased academic rigor and consistency in the classroom.



#### **Root Cause: Faculty Turnover**

Although teacher turnover has decreased, any turnover in teachers at MSCS has adversely affected the way in which math curriculum is taught in some grades and has contributed to the mobility of students, which negatively affects student performance.



#### **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: 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: Understanding and Implementation of Waldorf Math Curriculum**



Most of MSCS teachers have not been sufficiently trained in Waldorf pedagogy and how to effectively teach math using Waldorf methods.



**Priority Performance Challenge: Increased amount and severity of behavioral incidents**

More support and personnel has been dedicated this year to assist our students who have behavior issues. However, managing the enormity and frequency of daily behavioral incidents has proven to be an enormous challenge for our student support personnel, administration, faculty, and other students trying to learn.



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

We've experienced an increase of students needing additional behavioral, emotional, and special education services that challenges us, because of the amount of hours, types of services, staff, and physical space that is needed for these 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: Inadequate Classroom Differentiation**

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



**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.



**Priority Performance Challenge: Increased student mobility rates, absences, and decreased enrollments**

The fluidity of students who enroll or withdrawal from the school, as well as the amount of habitually truant and/or chronically absent students, adversely effect the rhythm, stability, consistency, and cohesion of the classrooms. Parental involvement and understanding are key factors to assist in this area.



**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: Lack of clear expectations for parents**

Many parents seeking an alternative education for their students may come to our school with limited or no understanding about our processes, requirements, and our pedagogy. In the past, the school was not enforcing its policies consistently, which resulted in confused or frustrated parents and noncompliance with our policies.

## **Magnitude of Performance Challenges and Rationale for Selection:**



### **Lack of academic rigor in all grades, especially in math:**

Math appears to be the academic area needing the most attention and support. The frequency and consistency of mathematic instruction in among some classrooms was determined to be insufficient and efforts were made to improve math instruction. A Waldorf-certified Math Specialist was hired last spring to mentor and assist teachers in math curriculum. He has since assumed another position within the school as a 6th grade teacher, but has worked and will continue to work with and mentor our teachers who struggle with math instruction.

In years past, our approach to interventions was not aligned with our curriculum and was not consistently implemented for our students. Last year, a MTSS Team consisting of an Interim Administration Team member, a special education teacher, and the math/reading interventionist, worked to identify students needing supports who scored at or below the 25th percentile on NWEA MAP. The MTSS Team also used data from our universal screener and math and/or reading screenings performed by the interventionist to determine which students will benefit from additional support. Swift identification and intervention for these students is key for improving student scores and growth.

Upon early review, our Upper Grades Math Interventionist, Nicole Svenson, determined that math vocabulary is an area needing improvement and can be contributing to lower achievement scores. She also found that certain basic math concepts were lacking among the lower performing students and has worked to fill gaps among our students performing below the 25th percentile in mathematics. Building on the work she did last year, she'll continue to work with our teachers to identify students needing support and the math concepts that need to be covered more often in the classroom. She is also working with students to develop personal goal sheets so they can feel more accountable and invested in their academic performance.

Some of the interim assessment scores from last year need further analysis, as the standard deviation is well beyond the National Norms and may indicate that some of the scores are faulty. Overall, our students' NWEA MAP scores decreased from the fall to the spring testing terms in all areas, especially in math. The Executive Leadership Team, the School Accountability Coordinator, and our Math Interventionist are looking at the following factors that may be contributing to the decreased test scores: testing environment; technical interruptions or problems during testing; proctor training; student test prep; student attitudes toward testing; and, the timing of and scheduling of tests. Going forward, the interim assessments will be administered in a dedicated space to promote a more standard and structured testing environment and better proctor training and test prep will be implemented. We will also be reducing the number of testing days by eliminating our Middle of Year interim assessment in order to reduce testing fatigue among our students and allow for more

instruction time.

Our new Principal, Dr. Teresa Woods, is actively working with the teachers to ensure that more academic rigor will be applied in all grades.

**Inadequate supports, personnel, and space for students with severe needs:**

As of September 2018, we've experienced an increase in the amount of students needing more out-of-class supports and services. There are currently 38 students who have IEPs and seven students who have 504 plans, representing approximately 14% of the school (including homeschool students). Without including the homeschool students, who are not eligible to receive special education services, this percentage increases to about 16% of our regular student population. Of our students who have special education services, five students are considered "severe needs" and require 40-79% of the day in General Education. The remaining 33 students are require less pull-out services with 80% or more of the day in General Education. This recent uptick of students needing additional services outside of the classroom has presented challenges for our Special Education Team who are equipped to handle students with mild to moderate needs and do not currently have the training, personnel, and space to accommodate these students. In order to meet the needs of these students, Special Education Team is restructuring their classrooms, para schedules, and creating a sensory room. Additional staff training and work with outside Applied Behavior Analysts and other professional support will hopefully decrease behavioral incidents among our students with higher needs and will provide more uniformity in the way that differentiation is applied and implemented in the classrooms.

We are still seeking solutions to balance the needs within each of the classes with students with special needs. Some of our classes and grades have a significantly disproportionate number of students with IEPs than others. For instance, our current 4th grade class has about 39% of class on IEPs and about 29% of our middle schoolers have IEPs. Strategic placement of paras in the classrooms will hopefully result in more contact time with our students with IEPs and academic improvement among our students with disabilities.

**Inadequate supports in place for students with behavioral/emotional needs:**

A major hurdle for the ELT, faculty, and staff have tried to overcome is the amount of behavioral and emotional support needed for some of the students. Although we all are in this business because we love children and our pedagogy is excellent in addressing the social and emotional needs of the students, we've realized that more needs to be done to help our students overcome social and emotional barriers both inside and outside of the classroom. Not only has the amount of disciplinary actions have gone up, the severity of some of the incidents we've experienced has increased. Since the past couple of years, we're experiencing behaviors among some students that are increasingly violent, physical, disrupting, and traumatizing for some of the other students and staff members involved. In order to better support our students, our faculty has received training and resources related to trauma-informed education and positive behavior strategies. We're also providing additional training to more of our staff this year to address crisis prevention strategies and interventions.

Chimene Phillips, who worked part-time last year supporting the behavioral and emotional needs of students, is now our full-time Student Support

Coordinator. This year, she'll be working with our new Principal, Dr. Woods, in developing discipline policies and procedures that are more consistent, clear, and effective and both will be implementing more social and emotional learning and classroom management skills school-wide.

### **Student mobility, attendance, and parent involvement:**

Other major hurdles that may be harder to overcome, are the decreasing enrollment, poor student attendance, and parental involvement. Since the beginning of the school in 2013, we've had a fairly consistent enrollment with healthy wait lists. However, we've historically had a lot of student mobility which adversely affects the rhythm, classroom dynamics, and cohesion in the classroom. The foundation of our instruction is relationship building between the teacher and the students and the students with each other. With some many students coming and going, we struggle to show the effectiveness of our pedagogy through the years and maintain the structure, cohesion, and culture in our classrooms.

Our projected enrollment this year was much lower than our current enrollment numbers even with the addition of a third kindergarten classroom and a second 1st grade classroom. We did not account that two charter schools opened this year in the area and happen to tap into our niche. With the addition of our Community Development Coordinator, Mike Harris, we hope to increase our marketing efforts this year to increase enrollment next year and beyond. He's also working with the Parent Council and our parent body to increase volunteerism, community partnerships, and fundraising.

As for attendance, we've consistently experienced issues with students who are habitually truant or chronically absent. Absenteeism among some of our students directly accounts for their lower academic performances and/or behavioral and emotional issues. Our Attendance Secretary revised and strengthened our attendance procedures last year, which we believe helped our overall attendance. However, we had a high number of illnesses and a few hospitalizations last year that impacted our attendance rates. We're continuing to educate parents about the importance of regular attendance and are proactively meeting with parents who struggle to bring their children to school on time everyday.

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## **Magnitude of Root Causes and Rationale for Selection:**



### Special Education Services:

- About 12% of the students at MSCS are identified as having a disability and are receiving special education services. Without including our homeschool students, this percentage is closer to 14%. We currently have 2.5 FTE Special Education Teachers and four para support staff. Our Special Education Team has historically had issues with balancing the needs of the students in the building and meeting all the IEP minutes.
- Last year, the Interim Administrative Team and the Special Education Team found that classroom instruction needs strengthening to accommodate all ability levels across the grades. Not all of the classroom teachers were as well informed or equipped to handle differentiated instruction for their special education students. Some teachers had not adequately implemented accommodations in the classroom to ensure academic success for those students. This year, the ELT is continuing to work on revising and restructuring the Special Education Department to ensure that our students with disabilities are receiving adequate instruction and services.

- Our current enrollment of students on IEPs is about 38 students, with a handful of students in the process of being evaluated for special education services. The number of severe needs students is at a historic high for us and we're struggling to understand the level of need for these students and provide them the space, services, and staff support they need. Some of our severe needs students require one-on-one support throughout the day, which presents staffing problems for us. We've found that local pediatricians, special education teachers, and schools refer students with needs to our school because of our nurturing and holistic approach to education.
- We're running out of space in our old historic building and struggle to find places that our contractors, interventionists, and teachers can use on a consistent basis. Being resourceful, flexible, and creative, our Special Education Department has restructured their classrooms and created a sensory room for students with severe needs. This is not ideal as they now have to teach their reading and math pull out groups in one room, as opposed to two spaces they had before. We've also had to retrofit one of our offices to be a self-contained classroom to accommodate a student with severe needs.

#### Behavioral Support Services:

- Over the past couple of years, we've noticed an increase in violent behaviors, suicidal ideation, physical threats, trauma-informed incidents, and crisis situations among some students. Although we feel that we are not unique among public schools experiencing these types of behaviors, we are realizing that more training and resources are needed for our teachers, staff, and parents to help address and hopefully prevent these behaviors. In addition to our Waldorf training, which includes therapeutic educational practices that are innate in Waldorf education, staff and faculty have participated in trauma-informed educational training, suicide prevention training, crisis prevention intervention training, safety and threat assessment training, and positive behavioral intervention strategy training. However, more training and implementation of our strategies continues to be a need as students with these needs continue to enroll here.
- The Waldorf approach to classroom management is highly effective in creating a rhythmic, calm, and connected classroom. This works best when teachers are clear about their learning objectives, have established relationships with their students and know what their students need from them, confident in themselves, and know and take advantage of the resources and supports offered to them by administration. For teachers new to teaching or new to Waldorf methods, managing classroom behaviors can be overwhelming and can become disastrous if the rules, rhythm, and classroom expectations are not communicated clearly and regularly. In the past, classroom management practices were inconsistent among our teachers with varying levels of teaching experience and supports from the administration were not in place to help struggling teachers. This led to frustration among parents, teachers, and students.

#### Academic Rigor:

- Turnover in faculty has impacted the way in which the curriculum is taught. Finding teachers who are trained in, and especially certified in, Waldorf education is difficult, as most Waldorf teachers work in private schools. Our teachers are all publicly trained teachers who are learning and interested in Waldorf education, but may not entirely understand the reasoning behind the Waldorf practices and methodology. We're primed to better assist

our teachers this year with the addition of our Waldorf-certified teacher who is a math specialist and our new Principal who has experience in Waldorf education, curriculum alignment, science, and public education. We also have our Pedagogical Director who mentors our teachers in Waldorf instruction. Continued training and mentoring for our teachers should help all our teachers learn more about the pedagogy.

- The methodology and timeframe of the introduction of Waldorf math concepts do not align exactly to the state expectations and standards. We've had to supplement our math instruction with non-Waldorf math materials in order to meet the state standards.

Student mobility, absenteeism, and parent involvement:

- Unfortunately we do not have bus service, a meals program, or a before care program making it difficult for some of our low-income families to keep their children at the school or transport them regularly and on-time to and from school. Absenteeism and student mobility rates are higher among some of our F/R students, which may also effect student achievement scores and growth scores for this subgroup.
- Until SY17-18, the school's enforcement of its Attendance Policy was applied unevenly and inconsistently. This may have inadvertently created an assumption among our families that attendance is not as important to us and therefore adherence to our attendance policy among families was a struggle for the school to attain. With the addition of automatic letter generation for students with unexcused absences, better parent education, attendance contracts, and meetings between the Director of School Performance and families who have students with attendance issues, the number of unexcused absences have lessened. More up-front parent education about the importance of positive attendance will continue to be an important factor in curbing absenteeism going into the future.
- In order to curb the "revolving door" effect with families coming into the school with little knowledge or appreciation for the approach to Waldorf education and then withdrawing their students because of dissatisfaction with the school, we hosted monthly parent information sessions for enrolled families and weekly parent information sessions for prospective families throughout January and February prior to our enrollment lottery. The Director of School Performance, who is responsible for enrollment, conducts weekly tours to educate families interested in Waldorf education and meets with incoming families to discuss the enrollment process, parent expectations, and the approach to education at our school.
- A revised Parent Agreement Letter listing the responsibilities and expectations of the school and family of each students was distributed last year and the beginning of this year to all new students and returning students. The intention behind the revised letter is to clearly define our policies and values as a school and our expectations for parent involvement and communication.
- As stated before, the increase of the amount and severity of behavioral incidents in the school has caused other students to feel insecure and unsafe in the classrooms and has lead to the withdrawal from the school and may contribute to the decline in enrollment. Unfortunately, we are combatting a perception among some parents in and outside of our community that we are a last resort school for behavior issues or a special needs school.



## Increasing academic rigor in all grades

### Associated Root Causes:



#### Understanding and Implementation of Waldorf Math Curriculum:

Most of MSCS teachers have not been sufficiently trained in Waldorf pedagogy and how to effectively teach math using Waldorf methods.



#### 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
	Reduced numbers of students with SRDs	The number of students with Significant Reading Deficiencies and needing READ plans will be reduced by 25% from the 2017-2018 SRD numbers	Reading Specialist, early grades teachers	
	Increased G/T students	MSCS will increase its G/T enrollment by 2-3 percentage points	05/01/2019	G/T Coordinator, G/T Teacher



The number of students withdrawing for reasons related to dissatisfaction with the school will be decreased to less than 10% from the 2017-2018 school year.

08/23/2018

Student Mobility

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Pedagogical Mentoring	The Pedagogical Coordinator and the Principal will continue mentoring and working with teachers to improve instruction	08/23/2018 05/24/2019		Principal, Pedagogical Coordinator	
 Clear and Consistent Evaluation Process	The ELT, with the Principal leading this effort, will institute an effective evaluation process that builds on the Danielson Framework (currently being used to evaluate teachers) and that integrates more relevant Waldorf-specific criteria.	10/01/2018 06/01/2019		Principal, Pedagogical Coordinator, ELT	
 Parent Involvement	Materials, articles, and resources will be provided to parents to encourage them to read to their children at home and/or have their children read to them.	11/01/2018 05/24/2019		Reading Specialist, Teachers	



### Improving classroom management practices in the classrooms

#### Associated Root Causes:

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.



**Faculty Turnover:**

Although teacher turnover has decreased, any turnover in teachers at MSCS has adversely affected the way in which math curriculum is taught in some grades and has contributed to the mobility of students, which negatively affects student performance.



**Lack of clear expectations for parents:**

Many parents seeking an alternative education for their students may come to our school with limited or no understanding about our processes, requirements, and our pedagogy. In the past, the school was not enforcing its policies consistently, which resulted in confused or frustrated parents and noncompliance with our policies.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Student Mobility	Mobility rates for students will be reduced to 10% mobility or less in all grades	07/01/2018 06/07/2019	Registrar, Interim Administration Team	Not Met
 Decreased Suspensions	The number of out-of-school and in-school suspensions will be reduced by 25%	08/23/2018 05/24/2018		
 Enrollment	Student enrollment will be stable in SY 18-19 with 95% of the currently enrolled students in Grades K-7 returning next year.	05/24/2019 06/01/2020		

## Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Social and Emotional Learning Goals	The school will adopt an integrated framework for social and emotional learning to increase intrapersonal, interpersonal, and cognitive competence school-wide.			Principal, Student Support Coordinator, Pedagogical Coordinator, Faculty	In Progress
 Mentoring Teachers	The Principal and Pedagogical Coordinator will work with the teachers, especially those who are new to the school or to teaching, to improve classroom management practices and expectations.	08/23/2018		Principal, Pedagogical Coordinator, ELT	In Progress
 School Behavior Rules	The school will adopt school-wide behavior rules. The Principal will present the rules to all the students in each class.	10/01/2018 12/01/2018		Principal, ELT	



### Increase and Strengthen Waldorf Curriculum Throughout Grades

**What will success look like:** All parents, grades teachers, Kindergarten teachers, and Specials teachers fully understand and effectively implement Waldorf teaching methods and concepts.

#### Associated Root Causes:



#### Understanding and Implementation of Waldorf Math Curriculum:

Most of MSCS teachers have not been sufficiently trained in Waldorf pedagogy and how to effectively teach math using Waldorf methods.



### 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.



### Lack of clear expectations for parents:

Many parents seeking an alternative education for their students may come to our school with limited or no understanding about our processes, requirements, and our pedagogy. In the past, the school was not enforcing its policies consistently, which resulted in confused or frustrated parents and noncompliance with our policies.

## Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Student Mobility	Mobility rates for students will be reduced to 10% mobility or less in all grades			
 Increased enrollment	Student enrollment will be stable in SY 18-19 with 95% of the currently enrolled students in Grades K-7 returning next year.	01/01/2019 10/01/2019	Director of School Performance	

## Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Professional Development	Enroll all grades teachers and kindergarten teachers in a Waldorf certification program	06/01/2018 01/01/2020	Development Committee funds, MSCS yearly PD budget	Faculty, Executive Leadership Team, Development Committee	Not Started



Research and integrate Waldorf assessments, rubrics, and evaluations that are aligned with Common Core standards

07/01/2018  
06/28/2019

MSCS General  
Fund

Principal,  
Pedagogical  
Director

Not Started

Curriculum  
Alignment



Continue to provide professional development around Waldorf pedagogy, special education, behavior and classroom management, and other relevant topics at weekly staff meetings. Conduct classroom studies every other week.

08/16/2018  
06/01/2018

Pedagogical  
Coordinator,  
Principal, ELT,  
faculty

Professional  
Development at  
Staff Meetings



Develop a comprehensive marketing and communication plan with the Community Development Committee that targets certain demographics and identifies key venues, events, and other opportunities to promote our school. Revise and re-produce out-dated marketing brochures and materials to help recruitment.

10/01/2018  
01/01/2019

MSCS General  
Fund

Community  
Development  
Coordinator,  
Community  
Development  
Committee,  
Director of School  
Performance

Marketing



Create a "virtual tour" video promoting Mountain Song and educating interested families about the curriculum and activities in each grade.

10/01/2018  
01/01/2019

Community  
Development  
Committee,  
Community  
Development  
Coordinator,  
Director of School  
Performance

Marketing Video

Continue to conduct parent information sessions for current and

11/01/2018

Pedagogical  
Coordinator,  
Director of School  
Performance,



Parent Education

incoming families interested in learning more about Waldorf education and practices.

06/01/2018

Principal,  
Community  
Development  
Coordinator



### Continuing to strengthen MTSS Process and Increase Differentiation in Classrooms

**What will success look like:** Our MTSS Team will solidify and strengthen our MTSS process to better identify GT and students needing instructional and/or behavioral support, plan and provide accountability for targeted interventions by the interventionists, as well as provide support and strategies to the classroom teachers with the goal of increasing differentiation in the classroom. All three interventionists will work with teachers and mentor them to assist with students needing supports.

#### Associated Root Causes:



##### 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.



##### Increasing enrollment with students needing extra supports:

We've experienced an increase of students needing additional behavioral, emotional, and special education services that challenges us, because of the amount of hours, types of services, staff, and physical space that is needed for these students.

#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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The Gifted and Talented Teacher will meet with all GT students once a week in groups to work on advanced learning goals

09/06/2018  
05/24/2019  
Weekly

GT Teacher, GT Coordinator

Met

GT Teacher Work  
Groups



Strategic  
instruction plans  
for students  
needing support

Every class teacher will meet with the interventionist and Principal after the BOY and EOY MAP assessments to identify specific ways that the classroom teacher can deliver differentiated lessons for the top 25th percentile and bottom 25th percentile in reading, math, or language.

10/01/2018  
05/24/2019  
Quarterly

Interventionist, Faculty, Principal

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Increase GT staff	Hire a part-time Gifted and Talented teacher to assist in the identification and implementation of Advanced Learning Plan goals for our GT students.	07/01/2018 08/23/2018	MSCS General Fund	Gifted and Talented Coordinator, ELT	Complete
 Class-wide Interventions in Grades 1-3	Our Remedial Movement Teacher will work with classroom teachers in grades 1-3 to teach class-wide movement-based instruction to help with mid-line, reflex, hand-eye coordination, pencil grip, and tracking issues. These movement-based practices help to strengthen and develop neural pathways and the neural cortex which in turn helps the students with reading, writing, and other academics.	08/23/2018		Remedial Movement Teacher, Grades 1-3 Classroom Teachers	In Progress
 Intervention	Continue to implement researched based language arts intervention programs in the special education department of small groups. Use para-educators to provide more purposeful	08/24/2018 05/24/2019		Special Education Coordinator, Special Education	In Progress

Programs	language arts instruction inside the general education classrooms with small groups of students in special education on a regular basis.		Teachers, Paras, Principal
 Identification of Students Needing Support	Our Tier II Interventionist for grades 3-8 will identify students who scored in the 25th or below percentile in math and the areas and concepts they need to attain for grade level proficiency. She will meet with the teachers in grades 3-8 to discuss class-wide instruction, differentiation, and math goals for each student.	10/01/2018	Interventionist, Principal, Faculty In Progress

## School Target Setting



### Priority Performance Challenge : Decreased academic achievement and growth scores, especially in math



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

#### MEASURES / METRICS: ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** In 2018-2019, our students with disabilities will meet the 15th percentile in ELA. Elementary school students will attain a mean scale score of 722.3 in elementary ELA and 724.1 in middle school ELA.

**2019-2020:** In 2019-2020, our students with disabilities will meet the 15th percentile in ELA. Elementary school students will attain a mean scale score of 722.3 in elementary ELA and 724.1 in middle school ELA.

#### INTERIM MEASURES FOR 2018-2019:



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

#### MEASURES / METRICS: M

**2018-2019:** In 2018-2019, our students with disabilities will meet the 15th percentile in math with elementary school students

ANNUAL  
PERFORMANCE  
TARGETS

attaining a MSS of 719.1 and middle school students attaining a MSS of 716.5.

**2019-2020:** In 2019-2020, 35% of our elementary students will meet or exceed state expectations in math with the goal of meeting the local district's current percentage of approximately 50% of elementary students meeting or exceeding state expectations in math the year after. In 2019-2020, 35% of our middle school student will meet or exceed state expectations in math with the goal of 50% of middle school students meeting or exceeding state expectation in math the year after.

**INTERIM MEASURES FOR 2018-2019:** At the end of the year in 2018-2019, 40% of our students will be at or above grade level expectations for math mirroring the beginning of year scores.



**Priority Performance Challenge : Increased amount and severity of behavioral incidents**



**PERFORMANCE INDICATOR:** Student Behavior

**MEASURES / METRICS:**

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** At the end of the year in 2018-2019, the number of out-of-school suspensions will decrease by 20% from the previous year.

**2019-2020:** At the end of the year in 2019-2020, the number of in-school suspensions will decrease by 25%.

**INTERIM MEASURES FOR 2018-2019:**



**Priority Performance Challenge : Increased student mobility rates, absences, and decreased enrollments**



**PERFORMANCE INDICATOR:** Student Engagement

**MEASURES / METRICS:** Attendance

**2018-2019:** At the end of SY18-19, our yearly attendance rate will be 95% for both elementary and middle school students.

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:** At the end of SY19-20, we will have no habitually truant students.

**INTERIM MEASURES FOR 2018-2019:**



**PERFORMANCE INDICATOR:** Other

**MEASURES / METRICS:**

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** At the end of the 2018-2019 school year, our stability rate will be 95%.

**2019-2020:** By October Count in SY19-20, our enrollment will increase by 15 students from SY18-19.

**INTERIM MEASURES FOR 2018-2019:**