



Colorado's Unified Improvement Plan for School

GOAL Academy UIP 2019-20 |

Executive Summary

School Context

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

STRENGTHEN SCHOOL CULTURE THROUGH FOCUS ON ENGAGEMENT AND ACADEMIC GROWTH.

Create a culture that fosters engagement and high academic expectations of students. Show-up, Connect, Succeed - This will be demonstrated by 1) increasing the percentage of students participating directly with teachers and online curriculum each day. 2) increasing the percentage of students who stay on-track to complete courses within the scheduled timeframe of a quarterly calendar.



INSTRUCTIONAL MODEL:

Align internal data systems and structures to provide student-centered and data-driven instructional support, that leads to a higher percentage of students participating in Concurrent Enrollment (CCE). This will include the use of core academic data and Social-Emotional data provided by a body of evidence (STAR 360 Assessment, Reading Plus Insight, SAT/PSAT, CMAS). Internal metrics will focus on individual student growth measured periodically throughout the school year. We will use said data to help efficiently staff areas of need and provide high quality professional development.



ALIGNMENT OF RESOURCE ALLOCATION TO MEET ACADEMIC NEEDS.

Assess student growth data trends, teacher observations, and instructional needs through needs assessment and allocate personnel resources to ensure highest impact instructional staff are married to highest need areas. Success in this area would include 1) the use of functional, accurate data dashboards, making data accessible to multiple levels of employees (principals/teachers/counselor/social workers 2) teacher/student ratios would be at a manageable ratio 3) counselor/student ratios would be within industry guidelines 3) advisor/student ratios would be less than 30:1



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

INCOMPLETE STRUCTURES TO ENSURE STUDENT ENGAGEMENT.

While GOAL systems and processes that support student engagement and high expectation have been established, full implementation is not yet complete statewide. We are at approximately 75% implementation.



RESOURCE ALLOCATION (STAFFING LEVELS)

GOAL is working to determine the appropriate mix of instructional teachers and social-emotional/engagement support personnel to ensure academic success.



INSTRUCTIONAL MODEL

GOAL Academy is in year three of changing the instructional model. Professional Development is a high priority to ensure instructional staff members are effective online/blended teachers. In the last year 44 new teachers were hired, bring the number of teachers to 123. The number of paraprofessionals who function as academic coaches has increased to 137 and the counseling staff has increased to 10 counselors. Efforts to support these staff members with high quality professional development is ongoing.



Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

EXPECTED ACADEMIC GROWTH BELOW TARGET.

Students are not growing academically at a rate fast enough to get them to grade level by graduation. This is evidenced by MGP ratings for PSAT at the Approaching level in English Language Arts and the Does Not Meet level in math.



HIGH DROPOUT RATE

GOAL Academy's dropout rate of 22.8% is higher than the AEC norm of 12.7%

