COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC APPROVED
Approved 6/7/2019 for 2019-2020

Colorado's Unified Improvement Plan for AEC Organizations

GOAL Academy UIP 2019-20 | **School:** GOAL Academy | **District:** District 49 | **Org ID:** 1110 | **School ID:** 3475 | **Framework:** AEC: Performance | **Draft UIP**

Table of Contents

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Executive Summary

If we...

STRENGTHEN SCHOOL CULTURE THROUGH FOCUS ON ENGAGEMENT AND ACADEMIC GROWTH.

Description:

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:

Description:

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.

Description:

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...

INCOMPLETE STRUCTURES TO ENSURE STUDENT ENGAGEMENT.

Description:

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)

Description:

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

INSTRUCTIONAL MODEL

Description:

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

EXPECTED ACADEMIC GROWTH BELOW TARGET.

Description:

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

Description:

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

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

Improvement Plan Information

Additional Information about the school

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

GOAL Academy is an online Alternative Educational Campus (AEC) with 95% of students qualifying as at-risk (Oct, 2019) Such "at risk" factors include: teen pregnancy, previous student incarceration, parent incarceration, multiple suspensions, previous school expulsion, and overage and under-credited. GOAL Academy operates 30 drop-in sites through out the state of Colorado. The school experienced an enrollment surge in 2019-20, with an increase in enrollment of over 700 students from the previous year. In order to manage the size of the school, five regions were formed in 2016-17, and a principal for each region was hired. Representatives from various regions and departments worked as a committee to write the UIP. Participants included the Sr Directors of Accountability and Curriculum, Executive Director, Regional principals and assistant principals. The Plan was reviewed and approved by the School Accountability Committee and the Board of Directors.

In addition to our online curriculum, GOAL Academy has 22 MOU's (Memorandum Of Understanding) with a variety of community colleges and tech schools throughout the state of Colorado providing concurrent enrollment opportunities, workforce development courses, and experiential education intended to support the education of our diverse population. GOAL Academy also partners with judicial districts to support resolution of student truancy issues following a comprehensive intervention plan implemented by GOAL Academy staff members. Additionally GOAL Academy utilizes a robust student intervention program designed to support student success. The MTSS (multi-tier support system) process includes in-house support services as well as partnerships with external agencies collaborating to support student challenges such as homelessness, economic hardships, teen parents, and student/family mental health issues. To support implementation of this model, additional licensed school counselors and licensed school social workers were hired. GOAL Academy recognizes that working with mental health agencies, the department of probation, housing agencies, food banks, homeless shelters, and other community agencies in which GOAL Drop In Centers and GOAL students are located is essential to student success. GOAL's collaborative community approach is a core value in serving a diverse population such as GOAL's. A complement to the MTSS systems is our academic support program which is inclusive of the utilization of diagnostic and prescriptive programs guided by a combination of reading and math interventionist support. Additional services are proved for English learners through a scaffolded approach with the utilization of tutoring services, tiered instruction, and designated staff at each site.

Before accounting for parent refusals, GOAL Academy's participation rate on state assessments ranged from 72.8% on 11th grade Science to 8.7% on PSAT 9/10. The "accountability participation rate" for all assessments was over 99%. The school will continue to utilize the communication tools provided by CDE to communicate the importance and the value of student participation in the state assessments and will continue to work toward a minimum of 95% participation.

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).

Math - PSAT assessments - We did not meet our target of a Median Growth Percentile (MGP) of 35 for math, but we did increase the MGP from a 33 to a 34 MGP.

Reading = PSAT assessments - We did not meet our target of a MGP of 40 on the Reading portion, and out score dipped slightly from a 36 to a 35 MGP.

Completion Rate - We did meet and exceed the target set for Completion rate. For the first time ever, GOAL Academy achieved a "Meets" for completion with a 50.8% completion rate.

Reading and Math SAT Assessment - We did meet our target of a "Meets" rating on the SAT for both reading and math. The reading score increased slightly from a 429.5 to 429.7 in 2019. The math scored dipped slightly from a 398.9 to a 398.6 in 2019. The cut points for these two categories were adjusted, so although the school's performance was stable, the new cut points put these scores into the "meets" category.

Drop out rate - We did not meet our goal of lowering the drop out rate, and saw an increase from 19.5% to 22.8%. As the school continues to increase the rigor of graduation and attendance requirements, this will be an area that will be a challenge.

Truancy rate - We met and exceed our goal for truancy, going from a Does Not Meet rating to an Meets rating. The truancy rate decreased from 8.2% to 6.0%.

The implementation of our three Major Improvement Strategies is working. School culture is more positive. Students are showing more engagement through attendance and work completed. The instructional model is stronger and professional development is aligned through out all five regions. Resources spent to build the technology structure has allowed teachers and para's to focus more on students and instruction and less time on locating the data.

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

The school will continue to refine resource allocation strategies. As GOAL Academy continues to grow in the number of students served, determining the most successful ratio of teachers and para-professionals (life coaches) to students is an area we continue to tweak. The school will put attention and resources to staff wellness, believing that healthy, well-balanced staff members, will have a positive effect on school culture, as well as setting good examples for our students. As an AEC school, GOAL's strength is in the relationships and rapport that we build with our students. The challenge GOAL Academy faces, is taking the strength of the relationships and ensuring that they result in a positive outcome in the area of student academic growth.

Current Performance

- Internal Assessments:

  Star 360:

  Students took an initial Star 360 Math and Reading test at the beginning of 2019-20 school year, and this data provides us the baseline information to track

achievement, growth, and to plan instruction for our students. Below is a snapshot of the baseline data showing the percentage of students at grade level, those on watch, those needing intervention and those needing urgent interventions.

Reading:
13.86% - At grade level
28.41% - On Watch
26.80% - Intervention
30.9% - Urgent Intervention

Math
29.42% - At grade level
25.09% - On grade level
19.93% - Intervention
25.54% - Urgent Intervention

With only 13.86% of our students reading at grade level, and 29.42% of the students at grade level in math, the need for strong literacy and math interventions continues to be a priority for 2019-20.

Trend Analysis

Trend Direction: Decreasing then stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

GOAL Academy's reading Median Growth Percentile (MGP) has remained stable on the PSAT assessments over the past two years. 2017 - 46, 2018 - 36, 2019 - 35

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

GOAL Academy's math Median Growth Percentile (MGP) has remained stable on the PSAT assessments over the past two years. 2017 -39, 2018 -33, 2019-34

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

Completion Rate: GOAL Academy’s completion rate has shown an increase from 2017 (46.8%) to 2018 (48.5%), and continued to increase to 50.8% in 2019.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

Dropout rate: The dropout rate is increasing. 2017-16.3% 2018 - 19.5% 2019 - 22.8%

Priority Performance Challenges and Root Causes

Priority Performance Challenge: 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.

Root Cause: 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.

Root Cause: 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.

Root Cause: 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.

Priority Performance Challenge: High dropout rate

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

Root Cause: 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.

Root Cause: 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.

Magnitude of Performance Challenges and Rationale for Selection:

The areas of low academic growth and high dropout rate were identified as priority improvement (challenges) opportunities, as GOAL Academy's progress in these areas are not meeting AEC standards and improving the school's performance in these areas are essential to the previously identified school-wide goals. While we will continue to work diligently towards ensuring every student shows at least one year's growth in one year's time in reading and math, recent national research indicates that High-Risk students will need substantially longer time frames to achieve one year of academic growth. We will also remain focused on the pursuit of 100% graduation rate.

Magnitude of Root Causes and Rationale for Selection:

The root causes were selected after data analysis of course completion results and assessments results, through dialogue with staff members representing multiple ed. zones. Staff consensus is that root causes that were identified in 2017-18, still remain relevant and we should continue with the action plan steps to correct the previously identified root causes.

The feedback from two independent reviews validated the root causes and the action plan that is in place. The independent reviews were done in Fall of 2017 for renewal purposes, and an extensive review by AdvancED in 2015, for accreditation purposes. GOAL Academy will also participate in the accreditation renewal process for AdvancED during the 2019-20 school year.

Action Plans

Planning Form

Strengthen school culture through focus on engagement and academic growth.

What will success look like: 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.

Associated Root Causes:

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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Curriculum Fidelity	Consistent, aligned curriculum as a result of complete implementation of scope and sequence and common assessments in 100% of courses.	06/12/2017 05/30/2021	General Fund	Sr. Director of Curriculum and Instruction	In Progress
Professional Development	Continued training by the Flippen Group to implement the EXCEL model throughout the whole organization.	07/17/2017 05/30/2020	General Fund	Chief Academic Officer	In Progress
Implement PBIS	Positive Student Culture Program tied to Show Up, Connect, Succeed Targets	01/15/2018 08/30/2020	General Fund	Chief Academic Officer and Regional Leadership	In Progress
Develop and Implement Early Warning System	Develop an Early Warning System that allows us to identify students who are at high, medium, and lower risk of dropping out, and implement the use of that system with staff	02/01/2019 05/30/2021	General Fund	Chief Academic Officer, Regional Leadership, and Data Team	In Progress
Determine the reason students are dropping out	Part 1: Analyze data collected from 2018-19 during the student exit survey process to identify trend reasons for student drop outs. Part 2: Develop a strong student exit survey to be used to help identify trend reasons for student drop outs, and identify areas of change.	10/09/2019 05/30/2020	General Fund	Chief Academic Officer, Regional Leadership, Data Team, Counseling Department	In Progress

Instructional Model:

What will success look like: 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.

Associated Root Causes:

Instructional Model:
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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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Curriculum Fidelity - Common Assessment	To ensure consistent, aligned curriculum and the use of common assessments the common assessment data will be monitored and evaluated through statewide PLC's.	05/30/2018 05/30/2020	General Fund	Senior Director of Curriculum and Instruction, Curriculum and Instruction Coordinator	In Progress
Curriculum	To ensure consistent and aligned curriculum, course scope and	05/30/2018		Curriculum and Instruction	

Fidelity-Course Scope and Sequence	sequence implementation through "backwards" planning will be completed for all courses	05/30/2020	General Fund	Coordinator, Principals	In Progress
Professional Development	Provide high quality, job embedded, ongoing professional development aligned with the instructional program developed and designed with all instructional staff to ensure each is equipped with the content knowledge and pedagogical strategies to appropriately scaffold instruction in the online and blended environment.	07/15/2018 05/30/2020	General Fund	Curriculum and Instruction Coordinator, Principals, Sr. Director of Curriculum and Instruction, Professional Development Specialist	In Progress
Refine advising processes for Concurrent Enrollment	Develop Concurrent Enrollment advising processes that include tools to identify potential students and clear guidance for staff, students, and families outlining the benefits of concurrent enrollment. The process will also helps students identify college courses that align with their future goals and that set them up for post secondary success.	12/30/2018 08/30/2020	General Fund	Career and College Counseling Coordinator	In Progress
Professional Development -Mentor program	Implement a high quality mentoring program for new staff.	12/30/2018 05/30/2021	General Fund	Curriculum and Instruction Coordinator, Professional Development Specialist, Principals	In Progress

Alignment of resource allocation to meet academic needs.

What will success look like: 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

Associated Root Causes:

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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Teacher Observations	Refine teacher observation process to ensure that teachers receive timely and constructive feedback that allows them to improve the quality and effectiveness of their classes.	12/30/2018 05/30/2020	General Fund	Principals, Curriculum and Instruction Coordinator	In Progress
Data Analysis of Pod performance	Complete analytics on Pods (groupings of students/teachers/paraprofessionals) to determine characteristics of successful Pod groups to better understand how to group students and staff, and to determine the most successful and cost efficient staff to student ratios.	12/30/2018 05/30/2020	General Fund	Chief Academic Officer, Regional Leadership, Data Team	In Progress
Hire high quality staff	With the increased enrollment, the need to hire high quality staff is a high priority, to ensure student needs are met.	07/12/2019 12/31/2019	General Fund	Chief Human Resources Officer	In Progress

School Target Setting

Priority Performance Challenge : Expected academic growth below target.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	
	2019-2020: The target would be to improve the MGP, getting closer to a MGP of 50
	2020-2021:

INTERIM MEASURES FOR 2019-2020:

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	
	2019-2020: The target would be to improve the MGP, getting closer to a MGP of 50.
	2020-2021:

INTERIM MEASURES FOR 2019-2020:

Priority Performance Challenge : High dropout rate

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Dropout Rate

ANNUAL PERFORMANCE TARGETS	**2019-2020:** The target will be
	2020-2021:

INTERIM MEASURES FOR 2019-2020: