Prioritized Areas of Growth Needs

Prioritize the growth areas from the five categories.

1. **Project-Based Learning.** Develop more clarity, common language, tools and guidelines for project-based learning at UDA, in line with newly developed student learner outcomes.

2. **Math Curriculum.** Continue to develop Common Core math curriculum, by adopting official curriculum for grades K-4 and furthering math achievement in upper grades.

3. **Technology Goals.** Expand technology availability and use, and develop goals for technology incorporation and achievement across grades.

4. **Schoolwide Rigor.** Continue to ensure there is a cohesive approach to rigor and differentiation throughout the grade levels, particularly for higher performing students.

5. **Enrichment Programs.** Continue to develop programming and extracurricular options for students in need of enrichment, particularly in middle school.

6. **Middle School Sustainability.** Sustain retention, full enrollment, academic achievement and positive perceptions in middle school.

7. **Literacy Strategies.** Adopt school-wide reading strategies to best support individualized student growth in reading, particularly in the upper grades.

Chapter V: Schoolwide Action Plan

The following goals have been set by UDA to address the identified areas for follow-up, in line with our Learner Outcomes:

UDA Goals	Critical Areas for Follow-Up	Learner Outcomes
Goal #1: Cohesive Curriculum UDA will strategically align curriculum to our Learner Outcomes and monitor related progress.	1. Project-Based Learning 2. Math Curriculum 3. Technology Goals 4. Schoolwide Rigor 5. Enrichment Programs 7. Reading Strategies	1. I am a scholar. 2. I am an athlete. 3. I am an artist. 4. I innovate. 5. I communicate. 6. I collaborate. 7. I contribute.
Goal #2: Mathematics Proficiency UDA will increase achievement in mathematics, particularly in the upper grades.	1. Project-Based Learning 2. Math Curriculum 4. Schoolwide Rigor 5. Enrichment Programs 6. Middle School Sustainability	1. I am a scholar. 4. I innovate. 5. I communicate.
Goal #3: Literacy UDA will increase literacy achievement, particularly in reading across the upper grades and for English Learners.	4. Schoolwide Rigor 5. Enrichment Programs 6. Middle School Sustainability 7. Reading Strategies	1. I am a scholar. 4. I innovate. 5. I communicate.
Goal #4: Technology UDA will expand and enhance technology integration schoolwide.	1. Project-Based Learning 3. Technology Goals 5. Enrichment Programs 6. Middle School Sustainability	1. I am a scholar. 3. I am an artist. 4. I innovate. 5. I communicate. 6. I collaborate.

The following Action Plans will address each goal for UDA's long-term growth:

Goal #1: Cohesive Curriculum

UDA will strategically align curriculum to our Learner Outcomes and monitor related progress. Specifically:
- UDA will fully adopt a math curriculum for grades K-8 by summer 2015.
- UDA will adopt a project-based assessment template for the 2015-16 school year.
- UDA teachers will align curricula with UDA learner outcomes during the 2015-16 school year.
- UDA will adopt schoolwide reading strategies by the 2016-17 school year.
- UDA will develop and monitor a best practices scorecard by 2018.

Rationale

UDA stakeholders recently redefined expected schoolwide learner outcomes, to more clearly outline curricular goals in line with the changing state standards and our vision for project-based learning. Since these learner outcomes are new, the next step is to map out curriculum accordingly, to best plan for and measure related student success.

Timeline	Tasks	Personnel
Schoolwide Policies/Processes		
Spring 2015 and Fall 2015	Further define vision for project-based learning, in line with newly developed learner outcomes. Set forth expectations for curriculum & assessment design, and related instructional practices.	Administration, with input from faculty, parents, students and Board
Spring 2015 through 2015-16 school year	Adopt a project-assessment template, aligned to vision for project-based learning, related assessment design and schoolwide learner outcomes. Continue to refine template.	Administration, with input from faculty
Summer 2015 through Spring 2017	Continue to refine existing shared strategies (eg writing traits) and adopt additional shared academic strategies schoolwide, including reading strategies, math practices, technology goals, project-based learning expectations and experimental design template.	Administration and teacher leaders
Summer 2015 and ongoing	Refine new-teacher orientation process to outline and follow-through with implementation of adopted best-practices, including writing traits, reading strategies, math practices, technology, project-based learning expectations and experimental design template.	Administration and teacher leaders
Curricular Revisions		
Summer 2015 through 2016	Map out schoolwide curricula in each class to align with new learner outcomes, defined project-based assessment template and newly adopted curricula.	Teaching faculty, with support of administration
Spring 2015 and ongoing	Implement and strengthen fine-tuning protocol or other assessment protocol for design and continual refinement of assessment.	Administration and teaching faculty
Beginning in	Scaffold the rigor of curriculum from grade level to grade	Teaching faculty

Spring 2015 and ongoing	level by clearly outlining best practices and learner outcomes through the grades.	with support of administration
Spring to summer 2015	Fully adopt an official common core aligned math curriculum for grades K – 8, in line with expectations for project-based learning.	Teaching faculty and administration, with Board oversight
Summer 2015 and ongoing review	Adopt the Next Generation Science Standards, with clearly mapped standards and guidelines through the grades. Refine curricular alignment over next three years.	Administration and teaching faculty
2015-16 school year and ongoing	Implement an outlined curriculum review process amongst staff, with annual review processes and ongoing assessment review and student work analysis.	Administration and teaching faculty
Professional Development and Instructional Support		
Spring 2015 and annually, with continual revision to response to schoolwide needs	Continue to provide internal and external professional development, as related to the refined learner outcomes. Create professional development continuum with strategic goals and short-term benchmarks for the next 3-5 years. Ensure PD continuum allows for collaboration, team planning analysis of student assessment and alignment of rigor across grades. Ensure teachers have ample time and structured processes to discuss, compare, and align yearlong curriculum maps.	Administration with input from faculty and other stakeholders
2015-16 school year and ongoing annual refinement	Enhance teacher feedback and evaluation processes to specifically emphasize schoolwide learner outcomes. Continue to develop the peer observation process, incorporating regular feedback systems (possibly video analysis) with focus on schoolwide learner outcomes.	Administration and teacher leaders
Spring 2015 (following NWEA testing) and ongoing throughout each school year as part of the PD process	Ensure deliberate and continual professional focus on differentiation and other strategies to best meet subgroup needs, particularly for students with disabilities, English learners and other struggling students. Ensure processes for special education team, intervention specialist and English Learner coordinator to support the needs of the teacher and EL and IEP students and their needs pertaining to the curriculum.	Administration, teacher leaders, intervention specialist, education specialist and EL coordinator
2015-16 and ongoing refinement & feedback	Use the peer observation process for teachers to observe best practices for reading strategies, project-based learning and other new shared strategies for continual alignment.	Administration and faculty
Stakeholder Collaboration		
Spring 2015 and ongoing (workshops at least twice per	Enhance systems of communication to further support student, parent and staff understanding of our schoolwide learner targets and related curricular goals. Lead ongoing workshops for parents to share best practices and how they	Administration, faculty and School Advisory Council

year)	can support at home.	
Ongoing surveys (fall and spring) and parent forum each spring	Continue to collect stakeholder feedback on perceptions of progress as related to the schoolwide learner outcomes. Implement surveys twice per year and host parent forum each spring.	Administration and School Advisory Council
Ongoing meetings and periodic data analysis (fall and spring)	Collaborate with the School Advisory Council, Board of Trustees, staff, parents and students to continually monitor implementation and perceptions of our learner outcomes throughout the school.	Administration, Board, School Advisory Council and faculty
Summer 2015 and ongoing collaboration	Continue to grow and utilize UDA community partners to bring real-life context and application of our learner outcomes throughout grade levels and subject areas. Establish process for vetting potential classroom partners.	Board, administration and faculty
	Reflection, Data Analysis and Resource Allocation	
Summer 2016 and annually thereafter	Review newly adopted curricula and strategies through data analysis and monitoring of schoolwide learning results.	Administration, with faculty & stakeholder engagement
Fall and Spring each year	Continue biannual surveying of students, parents and faculty to monitor perceived effectiveness of adopted strategies in line with learner outcomes.	Administration, Board, faculty and School Advisory Council
2015-16 school year; ongoing refinement & tracking	Develop more systems to continually assess and measure student achievement related to all learner outcomes. Develop Board score card and smaller internal data systems which continually monitor and track data related to each student performance area.	Administration, Board of Directors and faculty
Summer 2016 and ongoing review	Refine portfolio process and continue to collect portfolio assessments, to reflect adopted project practices. Monitor local assessments through quantitative analysis of portfolios and tracking of data.	Administration and faculty
Continued each year, bi-annually	Regularly engage teachers and other stakeholders in annual review of progress through comprehensive data analysis (test scores, surveys, portfolio review, student work analysis) to continually refine curriculum in line with learner outcomes, and to further allocate fiscal and material resources accordingly.	Administration, faculty (deeper) and all stakeholders (overview)

Learner Outcomes

This action plan requires measurement of student performance on the following learner outcomes:

- I am a scholar: I research, analyze, and evaluate to solve problems.
- I am an athlete: I demonstrate positive sportsmanship and teamwork.
- I am an artist: I express myself positively and creatively.

- I innovate: I question, listen, think, explore, and create.
- I communicate: I reflect, communicate, and articulate in different ways.
- I collaborate: I work well with others and use resources effectively.
- I contribute: I support my schoolmates and my community.

Goal #2: Math Proficiency

UDA will increase achievement in mathematics, particularly in the upper grades. Specifically:
- UDA 5th, 6th, 7th and 8th grade students will outperform national norm average on the NWEA Map Mathematics assessment by winter term, 2018.
- UDA mean scores on the NWEA Map Mathematics assessment will increase through the grade levels by winter term, 2018.

Rationale

UDA proficiency in mathematics has historically been lower than other areas, as highlighted on previous CST assessments. Our focus on math is further based on more recent assessments in math, since we have transitioned to common core since the last CST test in 2013. NWEA Map exams show our students outperforming the national norm on average in mathematics until 5th grade, when our student performance begins to decline below the national norm average. Accordingly, our emphasis on math achievement will intentionally focus on math in 5th grade through middle school.

Timeline	Tasks	Personnel
Schoolwide Policies/Processes		
Summer 2015	UDA will finalize full adoption of its math curriculum into all grades and will continue to reflect upon fit, alignment and implementation.	Administration and faculty
Summer 2015, 2016 and 2017	UDA will look for differentiated programming options in math into the upper grades, as we move towards full enrollment, and will continue to refine the master schedule according to success and needs of students.	Administration and faculty
Summer 2015 and 15-16 and 16-17 school years	UDA will continue to map out curriculum strategically through the grades and will align intentionally to revised learner outcomes and the Common Core math standards.	Administration and faculty
Curricular Revisions		
Summer 2015 and revisions following years	Following curriculum adoption, teachers will submit revised math curriculum maps to clearly build more intentionally through grades and align to learner outcomes.	Administration and faculty
Summer 2015 and formal biannual reflection	Teachers will design, and continue to refine and analyze progress on, project-based math assessments in line with Common Core standards and UDA learner outcomes.	Administration and faculty
2015-16 school	UDA will continue to push and support its middle school	Administration and

year and refining into the future	students, adding differentiated programming to support both higher-achieving students and struggling students in math.	faculty
Professional Development and Instructional Support		
Summer 2015 and ongoing each school year	Continue to provide internal and external math-related professional development for teachers. Continue to provide support for English Language Learners and students with IEPs so that the needs of all students are being met.	Administration, Ed Specialist, EL Coordinator, external training support
Spring 2015 and ongoing each school year	Continue to focus on differentiation, intervention strategies and goal setting processes for all students, and particularly for IEP students, EL students and other struggling students. Provide internal professional development seminars, led by intervention specialist, school psychologist, counselor, education specialist and other teacher leaders, to help teachers consider new methods to reach at-risk students.	Administration and faculty
2015-16 school year and ongoing annual refinement	Strengthen teacher feedback and evaluation processes to specifically emphasize math strategies and strategies for individualized instruction. Continue to develop the peer observation process, incorporating regular feedback systems (possibly video analysis) with focus on differentiation, intervention and goal-setting strategies.	Administration and teacher leaders
Spring 2015 (following NWEA testing) and ongoing throughout each school year as part of the PD process	Ensure deliberate and continual professional focus on differentiation and other strategies to best meet subgroup needs, particularly for students with disabilities, English learners and other struggling students. Ensure processes for special education team, intervention specialist and English Learner coordinator to support the needs of the teacher and EL and IEP students and their needs pertaining to the curriculum.	Administration, teacher leaders, intervention specialist, education specialist and EL coordinator
2015-16 and ongoing feedback and refinement	Use the peer observation process for teachers to observe best practices for reading strategies, project-based learning and other new shared strategies for continual alignment.	Administration and faculty
Stakeholder Collaboration		
Spring 2015 and biannually each year	Continue to collect stakeholder feedback on perceptions of progress as related to the math curriculum. Collaborate with the School Advisory Council, Board of Trustees, staff, parents and students to continually monitor implementation and perceptions of the math curriculum, especially as it relates to students in the higher grades.	Administration, Board, School Advisory Council and faculty
Spring 2015 and continuing each school year	Enhance systems of communication to further support student, parent and staff understanding of our math curriculum across the grade levels, and strategies parents can use at home. Host additional math workshops for parents. Continue to reflect and utilize feedback data to	Administration and faculty

	address needs accordingly.	
Reflection, Data Analysis and Resource Allocation		
Summer, Fall and Spring 2015 and ongoing	Continue new data disaggregation, analysis and reflection cycles to systematically explore areas for growth across classrooms and for individual students. Data cycle will continue with each round of NWEA testing in fall and spring and with other assessment data, including CELDT analysis and Smarter Balanced analysis.	Administration and faculty
Ongoing in spring/summer	Following data analysis, review progress, set annual goals and continually refine the math curriculum, and to further allocate fiscal and material resources accordingly.	Administration with Board, faculty and stakeholders input

Learner Outcomes

This action plan requires measurement of student performance on the following learner outcomes:

- I am a scholar: I research, analyze, and evaluate to solve problems.
- I innovate: I question, listen, think, explore, and create.
- I communicate: I reflect, communicate, and articulate in different ways.

Goal #3: Literacy

UDA will increase literacy performance, particularly in reading across the upper grades and for English Learners. Specifically;
- UDA 5th, 6th, 7th and 8th grade students will outperform national norm average on the NWEA Map Reading assessment by winter term, 2018.
- UDA mean scores on the NWEA Map Reading assessment will increase through the grade levels by winter term, 2018.
- 100% of UDA English Learners will increase one performance level on the reading strand of the CELDT exam each year.

Rationale

UDA achievement in English Language Arts has traditionally been a relevant strength, although proficiency dropped from 80% to 74% schoolwide from 2012 to 2013, according to CST tests. Accordingly, proficiency throughout grades was examined more closely for trends with the new common core curriculum. Our students' scores on average remained relatively high on the Language Usage NWEA Map tests (above the national norm average), whereas reading scores drop to around the national norm average around 4th grade and continue to fall below the norm through middle school. Furthermore, the lowest performance area overall of our English Learner students on the CELDT test was in reading. Accordingly, our emphasis on literacy achievement will intentionally focus on reading achievement for English Learners and in the upper elementary grades through middle school.

Timeline	Tasks	Personnel
Schoolwide Policies/Processes		
By Summer 2016	Adopt and implement schoolwide reading strategies to best	Administration and

	support individual students in text interaction and reading comprehension. Ensure specific reading strategies are emphasized in upper grades.	faculty
Summer 2015, 2016 and 2017	UDA will look for differentiated programming options in math into the upper grades, as we move towards full enrollment, and will continue to refine the master schedule according to success and needs of students.	Administration and faculty
Summer 2015 and ongoing refinement	Continue to roll out implementation of newly adopted ELD standards, to set relevant reading goals and best support English Learner growth.	Administration, EL coordinator and faculty
Curricular Revisions		
2016-2017 school year and refining into the future	Refine reading programming throughout all grades, especially grades 5, 6, 7 and 8, to ensure continued rigor and strategic differentiation across skill levels.	Administration and faculty
2015-16 school year and refining into the future	UDA will continue to push and support its middle school students, adding differentiated programming to support both higher-achieving students and struggling students in reading.	Administration and faculty
Summer 2015 and ongoing	UDA teachers will submit curricular maps and ongoing lesson plans for English Learners each year and throughout each semester, aligned to the new state-adopted ELD standards.	Administration, EL coordinator and faculty
Professional Development and Instructional Support		
Summer 2015 and ongoing each school year	Continue to provide internal and external literacy-related professional development for teachers. Continue to provide support for English Language Learners and students with IEPs so that the needs of all students are being met.	Administration, Ed Specialist, EL Coordinator, external training
Spring 2015 and ongoing each school year	Continue to focus on differentiation, intervention strategies and goal setting processes for all students, and particularly for IEP students, EL students and other struggling students. Provide internal professional development seminars, led by intervention specialist, school psychologist, counselor, education specialist and other teacher leaders, to help teachers consider new methods to reach at-risk students.	Administration and faculty
2015-16 school year and ongoing annual refinement	Strengthen teacher feedback and evaluation processes to specifically emphasize math strategies and strategies for individualized instruction. Continue to develop the peer observation process, incorporating regular feedback systems (possibly video analysis) with focus on differentiation, intervention and goal-setting strategies.	Administration and teacher leaders
Spring 2015 (following NWEA testing) and	Ensure deliberate and continual professional focus on differentiation and other strategies to best meet subgroup needs, particularly for students with disabilities, English	Administration, teacher leaders, intervention

ongoing throughout each school year as part of the PD process	learners and other struggling students. Ensure processes for special education team, intervention specialist and English Learner coordinator to support the needs of the teacher and EL and IEP students and their needs pertaining to the curriculum.	specialist, education specialist and EL coordinator
2015-16 and ongoing feedback and refinement	Use the peer observation process for teachers to observe best practices for reading strategies and English language development, to ensure continual collaboration, alignment and focus on literacy for all students.	Administration and faculty
Stakeholder Collaboration		
Spring 2015 and biannually each year	Continue to collect stakeholder feedback on perceptions of progress as related to the ELA curriculum and reading programming. Collaborate with the School Advisory Council, Board of Trustees, staff, parents and students to continually monitor implementation and perceptions of the ELA curriculum, especially as it relates to students in the higher grades.	Administration, Board, School Advisory Council and faculty
Spring 2015 and continuing each school year	Enhance systems of communication to further support student, parent and staff understanding of ELA curriculum across grade levels, and strategies parents can use at home. Host additional workshops for parents. Continue to reflect and utilize feedback data to address needs accordingly.	Administration and faculty
Reflection, Data Analysis and Resource Allocation		
Summer, Fall and Spring 2015 and ongoing	Continue new data disaggregation, analysis and reflection cycles to systematically explore areas for growth across classrooms and for individual students. Data cycle will continue with each round of NWEA testing in fall and spring and with other assessment data, including CELDT analysis and Smarter Balanced analysis.	Administration and faculty
Ongoing through each year	Continually monitor and track data for individual students through MAP testing and DRA/QRI assessments, to ensure continual growth and individualized instruction. Specifically track EL students, IEP students and other subgroups to ensure progress.	Administration, intervention specialist, EL coordinator, ed specialist, faculty
Ongoing in spring/summer	Following data analysis, review progress, set annual goals and continually refine the ELA curriculum, and to further allocate fiscal and material resources accordingly.	Administration with Board, faculty and stakeholders input

Learner Outcomes

This action plan requires measurement of student performance on the following learner outcomes:

- I am a scholar: I research, analyze, and evaluate to solve problems.
- I innovate: I question, listen, think, explore, and create.
- I communicate: I reflect, communicate, and articulate in different ways.

Goal #4: Technology

UDA will expand and enhance technology integration schoolwide. Specifically:
- Continue to expand technology availability with enrollment growth, growing to one-to-one device availability for the middle school.
- Develop, measure and monitor technology achievement goals.
- Improve perceptions of technology integration, as measured by stakeholder surveys.

Rationale

UDA has historically been a little behind in technology availability and curriculum integration, as evidenced by parent and staff surveys. With the changing standards, new technology-based state tests, 21st century needs and a vision for project-based learning, there is a great need to continue to develop and monitor student achievement and stakeholder satisfaction with regards to technology, to best meet the needs of ours students.

Timeline	Tasks	Accountable Personnel
Schoolwide Policies/Processes		
Summer 2015 and summer 2016	Purchase additional technology carts to be made available for schoolwide teacher and student use, with priority for middle school classrooms, to reach goal of 1:1 technology for the middle school.	Administration with Board approval
Spring 2015 and through 2015-17 and 2016-17 school years	Further define vision for technology skills, in line with newly developed learner outcomes. Set forth expectations and shared strategies for curriculum & assessment design, and related instructional practices. Develop shared strategies	Administration, with input from faculty, parents, students and Board
Summer 2016 and ongoing	Refine new-teacher orientation process to outline and follow-through with implementation technology goals.	Administration and teacher leaders
Curricular Revisions		
Spring 2015 and through 2015-17 and 2016-17 school years	Map out schoolwide curricula in each class to align with defined technology goals and shared practices for curriculum, assessment and instruction through the grade levels.	Teaching faculty, with support of administration
Spring 2015 and through 2015-17 and 2016-17 school years	Review existing middle school technology course offerings (Technology and Robotics) and map out curricular or programming options according to defined technology goals, either through elective programming options or through integration of technology into core coursework. Scaffold technology integration plans throughout grades K-8.	Administration and faculty
Professional Development and Instructional Support		
Spring 2015 and annually, with continual revision to response to	Continue to provide internal and external professional development, as related to the defined technology goals. Create professional development continuum with strategic goals and short-term benchmarks for the next 3-5 years.	Administration with input from faculty and other stakeholders

11

schoolwide needs	Ensure PD continuum allows for collaboration, team planning analysis of student assessment and alignment of rigor across grades. Ensure teachers have ample time and structured processes to discuss, compare, and align yearlong curriculum maps with integration of technology.	
2015-16 school year and ongoing annual refinement	Enhance teacher feedback and evaluation processes to specifically emphasize technology goals. Continue to develop the peer observation process, incorporating regular feedback systems (possibly video analysis) with focus on schoolwide learner outcomes and technology goals.	Administration and teacher leaders
2015-16 and ongoing refinement & feedback	Use the peer observation process for teachers to observe best practices for technology integration and other new shared strategies for continual alignment.	Administration and faculty
Stakeholder Collaboration		
Spring 2015 and ongoing (workshops at least twice per year)	Enhance systems of communication to further support student, parent and staff understanding of our technology goals. Lead ongoing workshops for parents to share best practices and how they can support at home.	Administration, faculty and School Advisory Council
Ongoing surveys (fall and spring) and parent forum each spring	Continue to collect stakeholder feedback on perceptions of progress as related to technology integration. Implement surveys twice per year and host parent forum each spring.	Administration and School Advisory Council
Ongoing meetings and periodic data analysis (fall and spring)	Collaborate with the School Advisory Council, Board of Trustees, staff, parents and students to continually monitor implementation and perceptions of technology integration throughout the school.	Administration, Board, School Advisory Council and faculty
Summer 2016 and continual refinement	Adopt or develop technology-based platforms for sharing of student projects and classroom work.	Administration and faculty with input of all stakeholders
Reflection, Data Analysis and Resource Allocation		
Summer 2016 and annually thereafter	Monitor individual and schoolwide progress on technology goals, with emphasis on performance of all subgroup populations.	Administration, with faculty & stakeholder engagement
Fall and Spring each year	Continue biannual surveying of students, parents and faculty to monitor perceived effectiveness of technology integration across the curriculum.	Administration, Board, faculty and School Advisory Council
Summer 2016 and ongoing	Refine portfolio process to integrate technology more thoughtfully, in line with developed technology goals.	Administration and faculty

review		
Continued each year, bi-annually	Regularly engage stakeholders in annual review of progress on technology-based assessments (Smarter Balanced, NWEA, and local assessments) through comprehensive data analysis, to continually refine curriculum in line with technology integration goals, and to further allocate fiscal and material resources accordingly.	Administration, faculty (deeper) and all stakeholders (overview)

Learner Outcomes

This action plan requires measurement of student performance on the following learner outcomes:

- I am a scholar: I research, analyze, and evaluate to solve problems.
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- I am an artist: I express myself positively and creatively.
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- I communicate: I reflect, communicate, and articulate in different ways.
- I collaborate: I work well with others and use resources effectively.
- I contribute: I support my schoolmates and my community.