



**MONUMENT ACADEMY**  
**"A Charter School, a Public School of Choice"**  
**Board of Directors Special Meeting**

October 9, 2023 at 6:30pm MST

**Monument Academy West Campus Room 324**

**Mission Statement:**

The mission of Monument Academy is to provide a challenging, content – rich, academic program offered within an engaging, caring, and positive learning environment. Established on a solid foundation of knowledge, Monument Academy emphasizes academic excellence, respect, responsibility, character and exemplary citizenship.

**A. CALL TO ORDER/MISSION STATEMENT/PLEDGE OF ALLEGIANCE/ROLL CALL/QUORUM**

**B. ADDITIONS TO/APPROVAL OF AGENDA**

**C. ITEMS REQUIRING BOARD DISCUSSION/ACTION**

- a. 2023-2024 School Year West Campus UIP Presentation

**D. BOARD COMMENTS/ANNOUNCEMENTS**

- a. Reminder: Board Budget Work Session, October 26th

**E. ADJOURNMENT**



# Colorado's Unified Improvement Plan for School

**Monument Charter Academy UIP 2023-24 | District: Lewis-Palmer 38 | Org ID: 1080 | School ID: 2295 |**  
**Framework: Improvement Plan | Draft UIP**

## Executive Summary

### School Context

#### If we...

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

### EFFECTIVE COHERENCE BETWEEN CURRICULUM, INSTRUCTION, AND ASSESSMENT

Coherence and alignment between curriculum, instruction, and assessment, effective PLCs, staff understanding of the school's improvement plan and the necessary steps to fully implement strategies, monitoring progress toward school goals, student achievement and growth meeting state and school expectations, as evidenced by a multitude of data points, increased by-in toward CMAS results by staff and students, a complete staff understanding of what standards the school is teaching, when are the standards being taught, and where is located in our resource, awareness and knowledge of essential, high leverage standards, reflection on the Evidence Statement Analysis (CMAS) report, and utilization of student data in guiding instructional practice.



### REALIGNMENT OF PRIORITIES, SYSTEMS, AND PROCESSES ACROSS ALL OF MA

Monument Academy is developing a revised strategic plan to ensure excellence in every aspect of the organization. This will be accomplished through a renewed focus on the priorities inherent to MA's history as a part of the community. The school will focus on improved culture with the "One MA Social Contract", improved staff development, improved instruction, and a defined organization chart to include job descriptions and responsibilities. The school will also focus on rebuilding/repairing relationships between MA and D38, so that there will be a common understanding between the two entities of the value of having a mutual investment in our students. Success will also show increased accountability with communication amongst leadership, more team work, and an increased focus on collaboration. (CKH, culture)




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.


**INCONSISTENCIES IN SCHOOL SYSTEMS AND STRUCTURES**

Over the last five years, there have been numerous changes in leadership and planning structures at Monument Academy. This has resulted in low-leverage professional development, inconsistency in messaging from leadership, insufficient teacher training on high-impact teaching strategies emphasizing curriculum, differentiation, and data-driven instruction, inadequate preparation for new teachers to Monument Academy (instructional coach), and inadequate response to inconsistent attendance.



**INSUFFICIENT CONNECTION TO AND URGENCY FOR SCHOOL IMPROVEMENT**

Growth mindset has been diminished due to the variety of changing leadership priorities, expectations, and organizational culture along with a reduced focus on the importance of utilizing student performance data to drive improvement.



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.

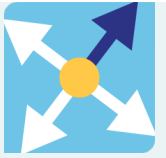
**ACADEMIC GROWTH IN ELA LOWER THAN SCHOOL AND STATE EXPECTATIONS**

Student academic growth in ELA is lower than school and state expectations.



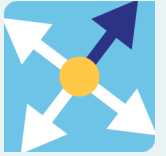
**ACADEMIC ACHIEVEMENT AND GROWTH GAPS IN ELA AND MATHEMATICS**

Academic growth analyses have identified grade-level specific learning gaps in reading and mathematics, as measured by CMAS and NWEA MAP.



## **ATTENDANCE RATES DO NOT MEET SCHOOL LEVEL EXPECTATIONS**

Student attendance rates are not at school-level expectations resulting in decreased student engagement and instructional time.





# Colorado's Unified Improvement Plan for Schools

**Monument Charter Academy UIP 2023-24** | **School:** Monument Charter Academy | **District:** Lewis-Palmer 38 | **Org ID:** 1080 | **School ID:** 2295 |  
**Framework:** Improvement Plan | **Draft UIP**

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## Executive Summary



### Priority Performance Challenges

- *Academic Growth in ELA Lower than School and State Expectations*



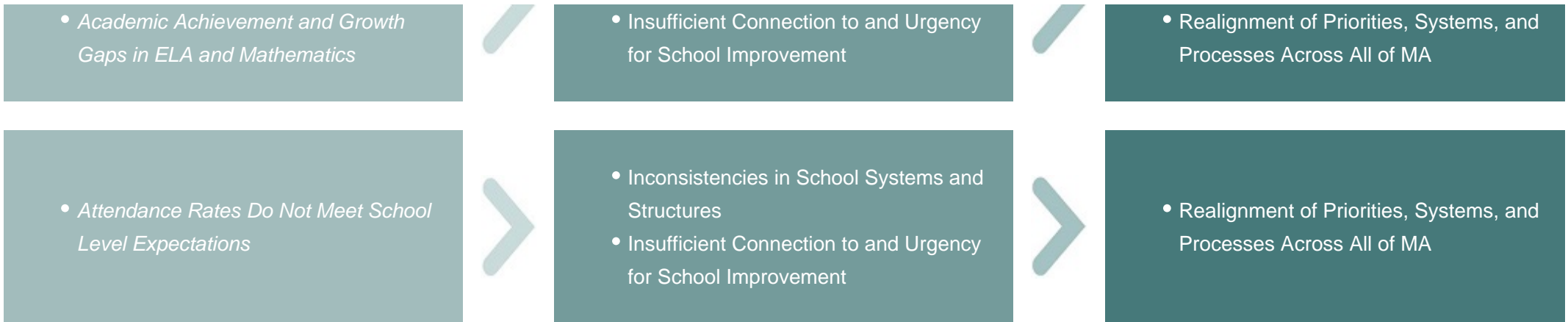
### Root Cause

- Inconsistencies in School Systems and Structures
- Insufficient Connection to and Urgency for School Improvement



### Major Improvement Strategies

- Realignment of Priorities, Systems, and Processes Across All of MA



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: Kurt Walker

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Mailing City / State/ Zip Code: Monument Colorado 80132

Email: kwalker@monumentacademy.net

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Monument Academy is a twenty-seven-year-old charter school authorized by the Lewis-Palmer School District 38. For the first fourteen years we were a smaller school comprised of mostly higher-performing and much-enriched students. In the last 13 years, we have observed that our student learner types have become more varied, and our school has expanded its focus to reach the more diverse learners in our community. Monument Academy has grown exponentially and as a result, we have split into two campuses. At the elementary level, our population is just shy of 600 students. There are 93 kindergarten students, 87 first graders, 102 second graders, 97 third graders, 93 fourth graders, and 122 fifth graders in this current year.

Mission Statement: The mission of Monument Academy is to provide a challenging, content-rich, academic program offered within an engaging, caring, and positive learning environment. Established on a solid foundation of knowledge, Monument Academy emphasizes academic excellence, respect, responsibility, character and exemplary citizenship. We have worked to stay proactive with our staff and faculty to meet the needs of all students entering our program. Our representative demographics are as follows:

| <u>Demographics</u>  | <u>2019/2020</u> | <u>2020/2021</u> | <u>2021/2022</u> | <u>2022/2023</u> |
|----------------------|------------------|------------------|------------------|------------------|
| White                | 82.5%            | 82.7%            | 84.6%            | 84.5%            |
| Hispanic/Latino      | 9.5%             | 10.8%            | 8.1%             | 8.4%             |
| Asian                | 2.7%             | 2.7%             | 2%               | 1.1%             |
| African American     | 1.4%             | 0.9%             | 1%               | 1.1%             |
| Native American      | <1%              | <1%              | <1%              | <1%              |
| Two or more<br>races | 3.9%             | 2.9%             | 4.1%             | 4.9%             |
| FRL                  | 4.9%             | 5.7%             | 5.6%             | 4.7%             |

|      |      |      |      |      |
|------|------|------|------|------|
| ESS  | 5.7% | 6.3% | 7.4% | 6%   |
| ALP  | 1.6% | 3.2% | 2.9% | 5.3% |
| ELL  | 1.8% | 4.5% | 1.2% | 1.1% |
| MTSS | <1%  | <1%  | <1%  | <1%  |

Monument, Colorado is an area that is experiencing growth. The projected growth in this area is the strongest it has been in decades. These challenges are addressed on an individual basis upon admittance and tracked until each student is assimilated into his/her grade level.

The UIP is executed throughout the school year. Prior to our students returning to school in the fall, staff prepare for the year with Teacher University. They begin the work of analyzing student achievement and growth data in order to make meaningful curricular and instructional decisions for our students at that time. Grade level teams meet together in the early fall to outline student growth and achievement goals in math and reading. Those goals are reported to their building principal and Director of Academics, who then support the team's action steps toward reaching those goals by the end of the school year.

Staff review and discuss current and previous academic achievement, academic growth, student engagement results to determine priority trends and potential strategies that would help to improve performance. Additionally, our data teams meet regularly to determine trends and analyze metrics and data which are then compiled to help formulate the UIP. Our SAAC meets to review the draft UIP along with the data, trend analysis, and performance challenges to make recommendations to the Monument Academy leadership team before the approval of the plan by Monument Academy's School Board. The UIP is then presented to the district administration prior to submission to CDE.

Approximately 70% of our students were tested in spring of 2023. The total framework points on the 2023 School Performance Framework (SPF) was 47.5%, requiring the development of an Improvement Plan. As a result of our historically low participation rate, we need to educate our parent community on the importance of a complete and accurate data set of State Assessments in order to fully analyze growth and achievement trends.

### **READ Plans**



At the start of the academic year, our educators utilize data from assessments such as DIBELS, NWEA, and classroom evaluations to guide their teaching strategies. This data-driven approach is instrumental in identifying students who are performing below the established benchmarks. Those students demonstrating significant needs are enrolled in a READ Plan.

Each READ Plan outlines the screening tool that was used, along with interim assessment findings. Additionally, diagnostic assessments reveal specific skill deficiencies, which are documented. These plans also encompass a year-end objective, that is accompanied by ongoing objectives to track progress. To help with these efforts, we have introduced targeted interventions and services in addition to the 90 minutes of evidence-based universal instruction provided within the classroom.

Currently, we have 45 students (1-5) on a READ plan, with an additional 69 students (K-5) under close observation for a potential READ plan. Furthermore, 78 students are actively receiving reading intervention services, of those, 33 belong to the kindergarten cohort. Our selected reading programs, SIPPS and SRA Corrective Reading, are instrumental in these interventions. It is essential to note that all of our K-3 teachers have completed the mandatory READ Act professional development by CDE, ensuring that they are well equipped to support our students in their reading progress.

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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).**

When reflecting on the implementation of the previous year's Major Improvement Strategy #1, Effective Use of Data To Drive Instruction, the school did not effectively implement the strategy. As shown below, ELA and mathematics academic achievement and/or growth are not at school-level expectations. Improvement is needed in the implementation of utilizing data to drive school change, specifically instruction.

### **Academic Achievement**

MA elementary school CMAS ELA grade level performance remains in APPROACHING state expectations.

Note: 12 achievement point decrease

MA elementary school CMAS mathematics grade level performance continues to MEET state expectations.

### **Academic Growth**

MA elementary school CMAS ELA growth percentile decreased bringing the rating from APPROACHING state expectations to DOES NOT MEET state expectations.

Note: 15.5 %ile point decrease

MA elementary school CMAS mathematics median growth percentile remained at the 38th %ile and APPROACHING state expectations.

When reflecting on the implementation of the previous year's Major Improvement Strategy #2, Retention of Quality Staff, strategies were effective in slightly decreasing the turnover rate, as factors outside the school's control (i.e. pregnancy, relocation, etc) impacted around a quarter of the staff.

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

Based on reflection of major improvement strategy implementation the school has worked to design the following adjustments to the previous improvement plan:

development of PLCs with a focus on data through the expertise of the school's data champions

improved access to technology

alignment between curriculum and assessment and MA frameworks

improved lesson plans and pacing calendar

improve student and parent buy in to assessments

unified effort across all grade levels

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## Current Performance

- **ELEMENTARY**

OVERALL PLAN TYPE: IMPROVEMENT PLAN - There was a 7.5-point decrease from 2022 to 2023 in overall framework points earned moving the school from a PERFORMANCE PLAN to an IMPROVEMENT PLAN.

- **Participation Rate**

- MA ES CMAS has a 69.1% ELA participation rate and a 69.7% Math participation rate in 2023.

- **Attendance**

- MA attendance rates are lower than school expectations (93.9%)

- **Academic Achievement**

- Magnitude: The magnitude of these results is significant, as it is impacting the majority of our student body.

- MA elementary school CMAS ELA grade level performance remains in APPROACHING state expectations.
  - Note: 12 achievement point decrease
- MA elementary school CMAS mathematics grade level performance continues to MEET state expectations.

- **Academic Growth**

- Magnitude: The magnitude of these results is significant, as it is impacting the majority of our student body.
- MA elementary school CMAS ELA growth percentile decreased bringing the rating from APPROACHING state expectations to DOES NOT MEET state expectations.
  - Note: 15.5 %ile point decrease
- MA elementary school CMAS mathematics median growth percentile remained at the 38th %ile and APPROACHING state expectations.

- **ELA Sub-Content Performance**

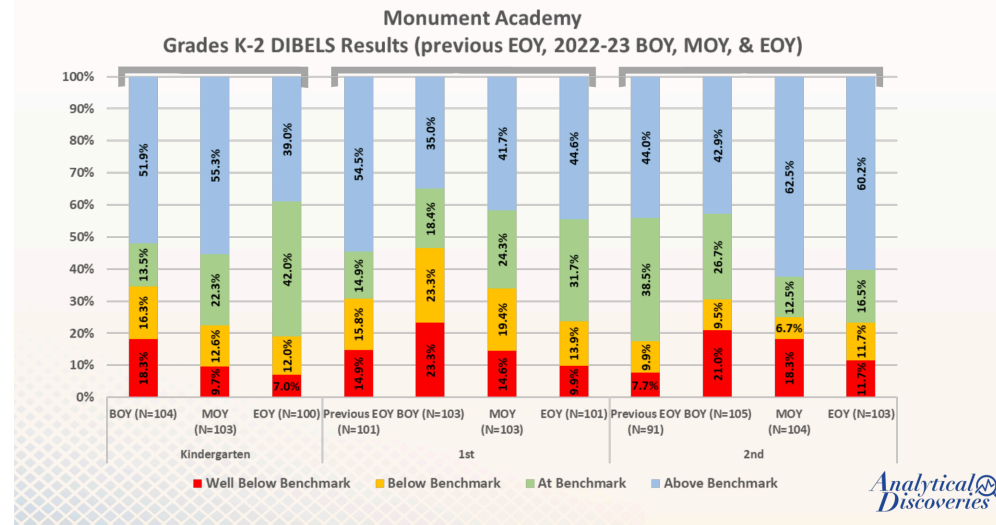
- Magnitude: The magnitude of these results is significant, as it is impacting the majority of our student body.
- Writing
  - Prose Constructed Response
    - MA elementary students scored 2 points (points possible: 0-5+) or less on the Prose Constructed Response task in grades 3-5, with less than 5% of students meeting the standard

- **Achievement Gaps for Disaggregated Groups**

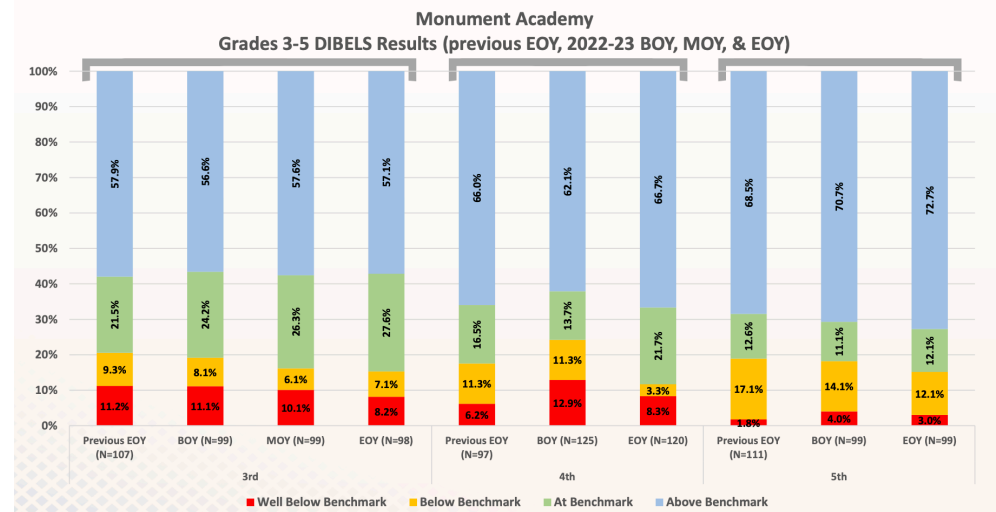
- Magnitude: The magnitude of these results is significant, as it is impacting a population of students with higher needs.
- When reviewing current data academic achievement gaps were seen in ELA for the following populations, with all students (733.3) scoring higher than minority students (727.7) and students previously on a READ Plan (698.7).

## DIBELS

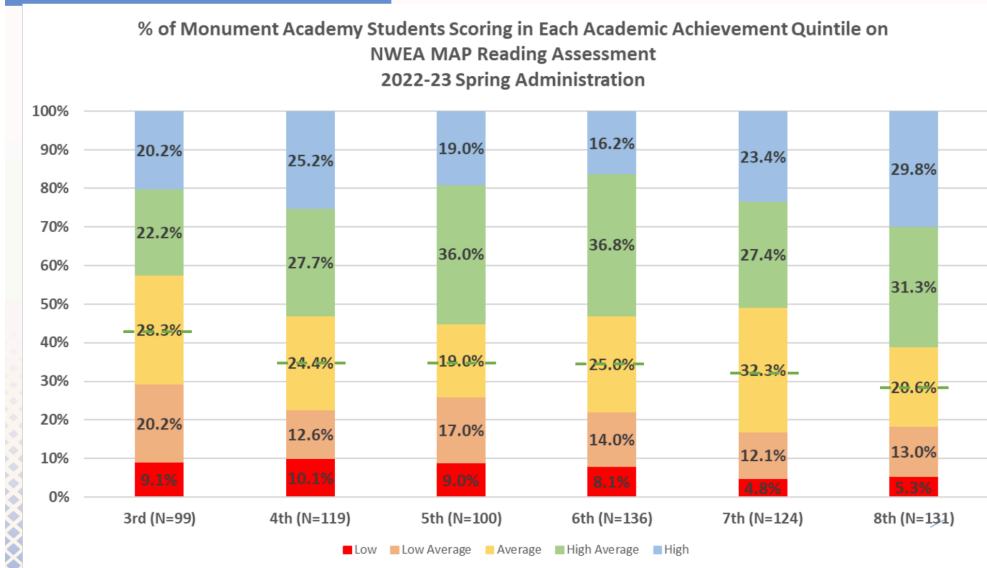
### DIBELS – LOWER ELEMENTARY



### DIBELS – UPPER ELEMENTARY

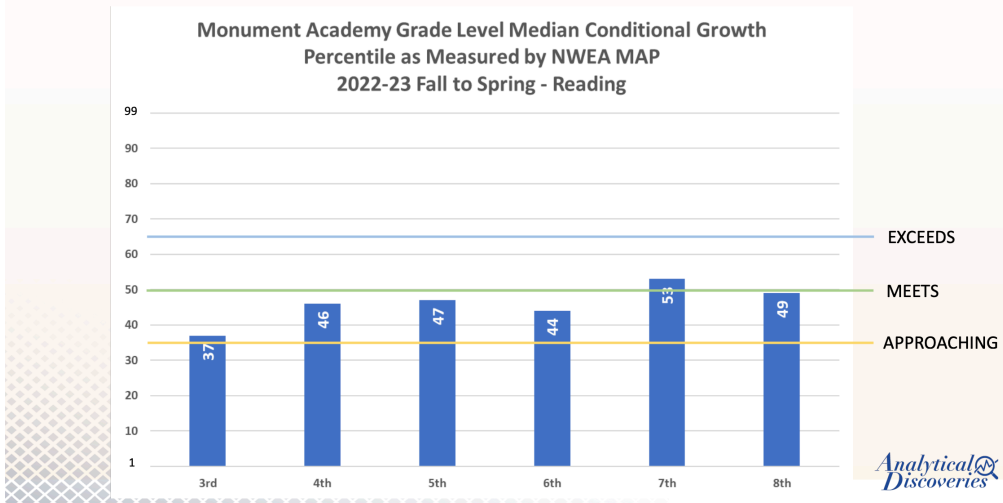


## ACADEMIC ACHIEVEMENT



## ACADEMIC GROWTH

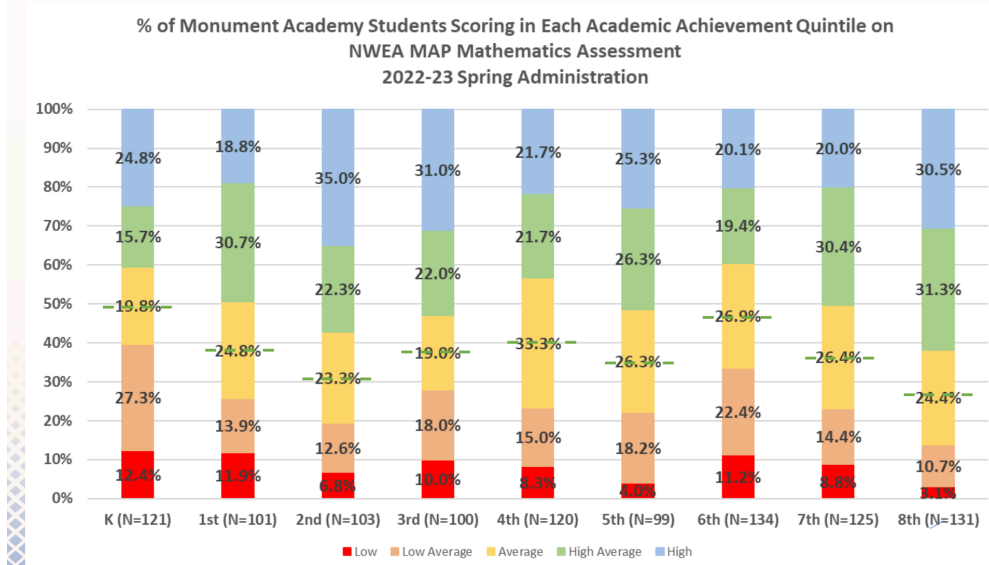
READING



## NWEA MAP Mathematics

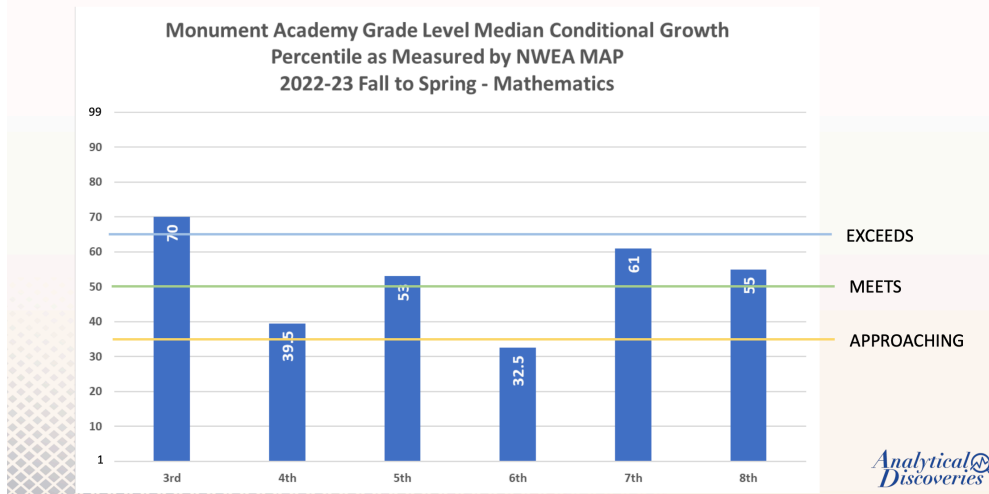
## ACADEMIC ACHIEVEMENT

M



## ACADEMIC GROWTH

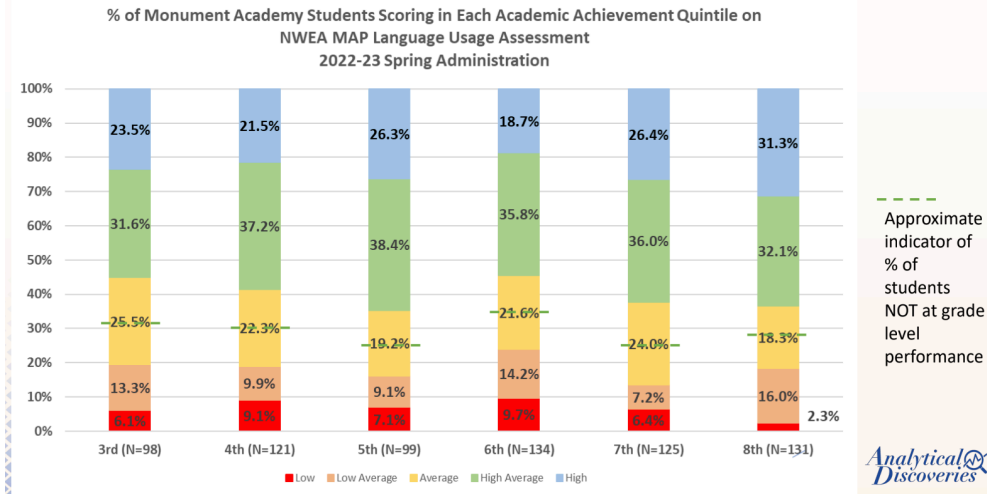
### MATHEMATICS



## NWEA MAP Language Usage

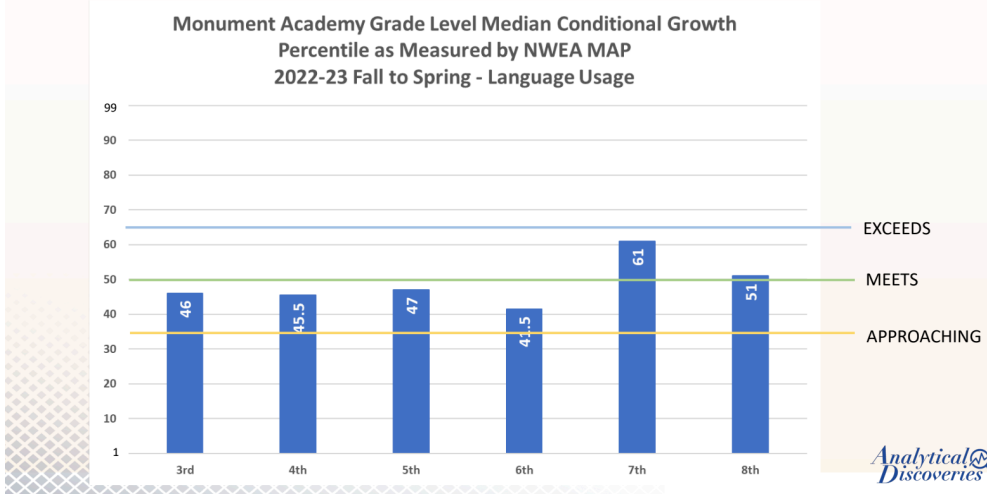
## ACADEMIC ACHIEVEMENT

LANGUAGE USAGE



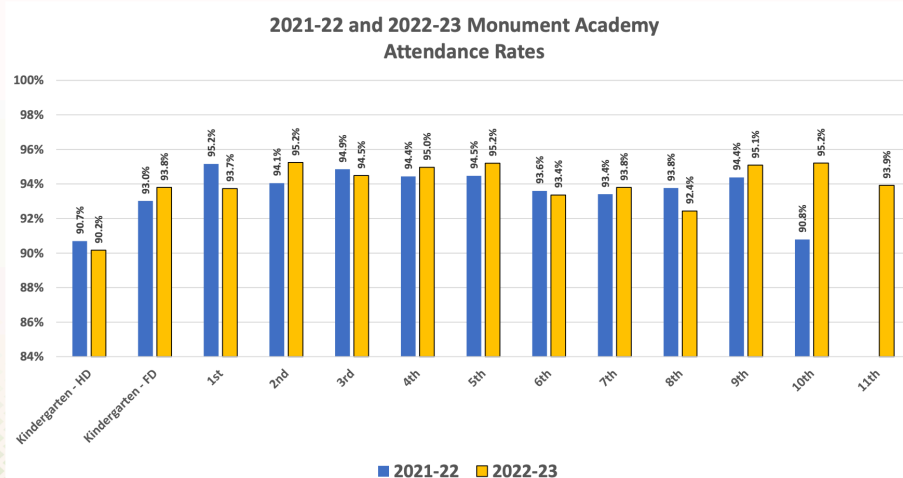
## ACADEMIC GROWTH

LANGUAGE USAGE



## Attendance

### ATTENDANCE



## Trend Analysis



**Trend Direction:** Stable

**Performance Indicator Target:** Academic Growth

Based on state assessment results, student academic growth in mathematics remained the same from 2021-22 to 2022-23. CMAS Mathematics (2022-23 -- growth: 38th %ile). NWEA MAP mathematics (2022-23 -- growth {3-5 grades}: 53rd %ile). This is a notable trend because academic growth in mathematics is 12 points below the state expectation (50th %ile). (Source: SPF/NWEA MAP)



**Trend Direction:** Decreasing

**Performance Indicator Target:** Academic Growth

Based on state assessment results, achievement gaps in disaggregated groups were observed for minority students (2022-23: 727.7 MSS) and students previously on a READ Plan (2022-23: 698.7 MSS). This is a notable trend because the achievement gaps place these population below state expectations (739.5 MSS). (Source: SPF)





**Trend Direction:** Increasing

**Performance Indicator Target:** Student Engagement

Monument Academy's attendance rate is below school level expectations (93.9%). This is a notable trend as student engagement is critical to student success. (Source: IC)



**Trend Direction:** Decreasing

**Performance Indicator Target:** Other

Based on state assessment results, student academic achievement and growth in ELA decreased from 2021-22 to 2022-23. CMAS ELA (2022-23 -- achievement: 733.3 MSS; growth: 26.5th %ile). NWEA MAP reading (2022-23 -- achievement {3-5 grades}: 67.9% meeting grade level performance; growth {3-5 grades}: 44th %ile). NWEA MAP language usage (2022-23 -- achievement {3-5 grades}: 71.4% meeting grade level performance; growth {3-5 grades}: 46th %ile). This is a notable trend because academic achievement in ELA/reading is declining and academic growth in ELA/reading sits well below the state expectation (50th %ile). (Source: SPF/NWEA MAP)

## Priority Performance Challenges and Root Causes



### Priority Performance Challenge: Academic Growth in ELA Lower than School and State Expectations

Student academic growth in ELA is lower than school and state expectations.

**Area of Focus:** ELA growth



#### Root Cause: Inconsistencies in School Systems and Structures

Over the last five years, there have been numerous changes in leadership and planning structures at Monument Academy. This has resulted in low-leverage professional development, inconsistency in messaging from leadership, insufficient teacher training on high-impact teaching strategies emphasizing curriculum, differentiation, and data-driven instruction, inadequate preparation for new teachers to Monument Academy (instructional coach), and inadequate response to inconsistent attendance.



#### Root Cause: Insufficient Connection to and Urgency for School Improvement

Growth mindset has been diminished due to the variety of changing leadership priorities, expectations, and organizational culture along with a reduced focus on the importance of utilizing student performance data to drive improvement.

### Priority Performance Challenge: Academic Achievement and Growth Gaps in ELA and Mathematics



Academic growth analyses have identified grade-level specific learning gaps in reading and mathematics, as measured by CMAS and NWEA MAP.

### **Area of Focus: Equitable Practices**



#### **Root Cause: Inconsistencies in School Systems and Structures**

Over the last five years, there have been numerous changes in leadership and planning structures at Monument Academy. This has resulted in low-leverage professional development, inconsistency in messaging from leadership, insufficient teacher training on high-impact teaching strategies emphasizing curriculum, differentiation, and data-driven instruction, inadequate preparation for new teachers to Monument Academy (instructional coach), and inadequate response to inconsistent attendance.



#### **Root Cause: Insufficient Connection to and Urgency for School Improvement**

Growth mindset has been diminished due to the variety of changing leadership priorities, expectations, and organizational culture along with a reduced focus on the importance of utilizing student performance data to drive improvement.



### **Priority Performance Challenge: Attendance Rates Do Not Meet School Level Expectations**

Student attendance rates are not at school-level expectations resulting in decreased student engagement and instructional time.

### **Area of Focus: Student Engagement (e.g. attendance, mobility, chronic absenteeism)**



#### **Root Cause: Inconsistencies in School Systems and Structures**

Over the last five years, there have been numerous changes in leadership and planning structures at Monument Academy. This has resulted in low-leverage professional development, inconsistency in messaging from leadership, insufficient teacher training on high-impact teaching strategies emphasizing curriculum, differentiation, and data-driven instruction, inadequate preparation for new teachers to Monument Academy (instructional coach), and inadequate response to inconsistent attendance.



#### **Root Cause: Insufficient Connection to and Urgency for School Improvement**

Growth mindset has been diminished due to the variety of changing leadership priorities, expectations, and organizational culture along with a reduced focus on the importance of utilizing student performance data to drive improvement.

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

After a thorough analysis of state and local data, the team identified three priority performance challenges surrounding academic achievement and growth in ELA, growth gaps across populations, and attendance rates. Recent state assessments show a relative decrease in the percentile rankings for ELA achievement throughout the building in the past year. Additionally, recent state assessments show insufficient and inconsistent academic growth results.



Monument Academy would like to see students consistently meeting academic achievement and growth expectations in all subject areas. This has been a school priority for the past several years. This is a high-magnitude challenge for Monument Academy.

## Magnitude of Root Causes and Rationale for Selection:



The Monument Academy leadership team thoroughly reviewed the school's performance data in combination with teacher discussion, analysis of school history, staff meetings, and anecdotal experiences with the success of the school's processes. The team utilized the 5 Why's protocol to fully understand the root causes underlying the challenges the school faces.

## Action Plans

### Planning Form



#### Effective Coherence between Curriculum, Instruction, and Assessment

**What will success look like:** Coherence and alignment between curriculum, instruction, and assessment, effective PLCs, staff understanding of the school's improvement plan and the necessary steps to fully implement strategies, monitoring progress toward school goals, student achievement and growth meeting state and school expectations, as evidenced by a multitude of data points, increased by-in toward CMAS results by staff and students, a complete staff understanding of what standards the school is teaching, when are the standards being taught, and where is located in our resource, awareness and knowledge of essential, high leverage standards, reflection on the Evidence Statement Analysis (CMAS) report, and utilization of student data in guiding instructional practice.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Research supports the implementation of this strategy at Monument Academy and has shown that it is a good fit for the school. The following articles support this work: Data-Driven Decision Making: Improving Student Achievement by Mallory Denny, Northwestern College, 2020 Summary- "While researching, three common themes were identified. First, there is a lack of training for professionals in education in the area of data-driven decision making. This makes it difficult for teachers to successfully use data to alter instruction in a manner that would increase student achievement. Second, in order for schools to successfully implement data-driven decision making it must be a school-wide effort with every stakeholder involved in the process. This means from the top administrator down to the teachers, everyone must believe that using data to make informed decisions will increase student achievement. Finally, the third recurring theme involved analyzing data as a team in professional learning communities to increase both student academic achievement and educator confidence in working with data. The research shows that schools who implement data-driven decision making with these three themes in mind will most

likely see an increase in student achievement.” A Study of Elementary Teachers' Data Driven Decision-Making Practices and School Performance by Julianne K. Kotcho, Seton Hall University, 2021 Summary - “Current research on DDDM strongly emphasizes the importance of data literacy. Standards for teachers and educational leaders now require data literacy skills and knowledge in addition to using assessment to improve instruction. Data literacy is now embedded in policy and 74 standards at the higher levels of the educational spectrum; however, data literacy must also exist at the district and building levels. Educational leaders who desire to improve teaching and learning must develop the essential skills and knowledge needed to engage in effective DDDM practices and provide professional development opportunities that foster the acquisition of these skills in their teachers. Educators are required to use data to inform instructional practice for the purpose of accountability and improving student learning outcomes; however, teachers have difficulty using data for this purpose and face issues such as lack of knowledge, data systems, time, and principal leadership (Anderson et al., 2010; Mandinach & Jackson, 2012; Wayman et al., 2012). To provide teachers with the appropriate support, building principals would benefit from adopting strategies that help develop data literacy among staff. The ability to understand and use data effectively to inform decisions is a complex process and is important for school improvement. Creating collaborative space and time for teachers is a vital part of successful DDDM. Teachers learn well together and would benefit from professional learning that is collaborative, engaging, and meaningful. Creating collaborative data teams to provide opportunities for teachers to ask questions, examine quality data, identify problems or learning gaps, and adjust instruction will help to improve instructional practice and increase students' learning outcomes.

Becoming Data Driven: The Influence of Teachers' Sense of Efficacy on Concerns Related to Data-Driven Decision Making, Karee E. Dunn, Denise T. Airola, Wen-Juo Lo & Mickey, Published online: 08 Feb 2013, The Journal of Experimental Education Summary: Data-driven decision-making (DDDM) reform has proven to be an effective means for improving student learning. However, little DDDM reform has happened at the classroom level, and little research has explored variables that influence teacher adoption of DDDM. The authors propose a model in which teachers' sense of efficacy for the skills that support classroom-level DDDM and DDDM anxiety significantly influenced teachers' DDDM efficacy, which then influenced collaboration concerns that influenced refocusing concerns. The authors used structural equation modeling to analyze data on 537 teachers in order to validate this hypothesized model. Results supported this model and are discussed.






Data-based decision-making for school improvement: Research insights and gaps by Kim Schildkamp, Published online: 12 Jun 2019, Educational Research Volume 61, 2019 - Issue 3 Summary- Background: Data-based decision-making in education often focuses on the use of summative assessment data in order to bring about improvements in student achievement. However, many other sources of evidence are available across a wide range of indicators. There is potential for school leaders, teachers and students to use these diverse sources more fully to support their work on a range of school improvement goals.





Purpose and sources of evidence: To explore data-based decision-making for school improvement, this theoretical paper discusses recent research and literature from different areas of data use in education. These areas include the use of formative assessment data, educational research study findings and 'big data'. In particular, the discussion focuses on how school leaders and teachers can use different sources of data to improve the quality of education.

Main argument: Based on the literature reviewed, an iterative model of data use for school improvement is described, consisting of defining goals for data use, collecting different types of data or evidence (e.g. formal data, informal data, research evidence and 'big data'), sense-making, taking improvement actions and evaluation. Drawing on the literature, research insights are discussed for each of these components, as well as identification of the research gaps that still exist. It is noted that the process of data use does not happen in isolation: data use is influenced by system, organization and team/individual level factors.

Conclusions: When it comes to using data to improve the quality of teaching and learning, it is evident that some of the most important enablers and barriers include data literacy and leadership. However, what is less well understood is how we can promote the enablers and remove the barriers to unlock, more fully, the potential of data use. Only then can data use lead to sustainable school improvement.

**Strategy Category:** Data Analysis & Reflection Practices**Associated Root Causes:****Implementation Benchmarks Associated with MIS**

| IB Name   | Description  | Start/End/<br>Repeats                 | Key Personnel   | Status        |
|---|--|---------------------------------------|---|---------------|
| <br>Teacher Training  | All teachers will receive training on available data tools including DIBELS and NWEA   | 10/03/2022<br>05/12/2025<br>Quarterly | Administrator, Classroom Teachers,<br>Director of Literacy and Intervention,<br>Director of Academics | Partially Met |
| <br>PLC Effectiveness   | During the 2023-24 school year, PLC groups will meet every other week to analyze student data and performance trends to inform instruction and progress toward goals.                  | 08/04/2023<br>05/23/2025<br>Monthly   | Leadership team, Grade Level Leads,<br>PLCs   | Partially Met |
| <br>% of students scoring on grade level in mathematics and ELA | By the end of the 2023-24 school year, 75% of students will perform on grade level in mathematics and ELA, as measured by CMAS and NWEA MAP  | 10/04/2023<br>05/23/2024<br>Quarterly | Leadership team, instructional staff,<br>support staff  | Partially Met |
| <br>% of reduction in non-grade level students                | By the end of the 2023-24 school year, there will be a 10% reduction in the % of students scoring below grade level  | 10/04/2023<br>05/23/2025<br>Quarterly | Leadership team, instructional staff,<br>support staff  | Partially Met |
| <br>% of staff showing  | By the end of the 2023-24 school year, 95% of instructional staff will show evidence of implementation and understanding alignment of curriculum to standards, including PD on pacing, | 10/04/2023                            | principal, assistant principal,<br>instructional coach, Director of                                   |               |

|   |   |                                       |   |  |             |
|---|---|---------------------------------------|---|--|-------------|
| evidence of understanding curriculum work   | prioritizing high leverage standards, identification of effective curriculum, alignment to assessment.  | 05/23/2025<br>Monthly                 | Academics, Director of Culture and Assessment   | Partially Met  |             |
| <br>CMAS Participation Rate                   | Increase CMAS participation rate during the 2024 and 2025 assessment windows to 95%   | 10/04/2023<br>05/23/2025<br>Quarterly | Principal, Assistant Principal, Director of Culture and Assessment, Instructional Staff | In Progress  |             |
| Action Steps Associated with MIS  |   |                                       |   |  |             |
| Name  | Description   | Start/End Date                        | Resource  | Key Personnel  | Status      |
| <br>NWEA Training                             | Teachers will be trained on how to access and use NWEA student data.  | 05/14/2021<br>05/24/2025              | general fund  | Administrator, Director of Culture and Assessment, Instructional Staff   | In Progress |
| <br>DIBELS PD                                 | Teachers attended a professional development surrounding DIBELS data and how to interpret and apply the available instructional tools and data. | 08/19/2022<br>05/23/2025              | general fund  | Principal, Assistant Principal, Director of Academics, Director of Culture and Assessment, Instructional Staff, Reading Interventionists | In Progress |
| <br>Intentional Data Driven Decision Making | Creation and regular use of data dashboard and other sources of data by teachers and staff in PLCs.   | 08/04/2023<br>05/23/2025              | general fund, Title II professional development funds                                   | PLCs, data champions, leadership team  | In Progress |



Provide Intentional PD to staff

Provide PD to staff on the implementation of evidence based instructional strategies where data is used to drive instruction with tools like formative and summative assessments. And then supporting increased teacher aptitude and acumen at responding to successfully when utilizing student data to help improve academic performance.

09/01/2023  
05/23/2025

general fund

Leadership team,  
Director of  
Academics,  
Director of Culture  
and Assessment,  
staff, data analyst

In Progress



Build Teacher Buy In for CMAS

Distribute Evidence Statement Analyses (CMAS) report to lead teachers, GT, and ESS Coordinator and provide an opportunity for reflection and increased communication from leadership regarding the importance of CMAS

09/01/2023  
05/23/2025

general fund

Principal,  
Assistant  
Principal, Director  
of Academics,  
Classroom  
Teachers

In Progress



Deliver improvement plan to staff

Deliver necessary contents of the UIP to staff and allow for space to internalize the importance of the plan.

10/04/2023  
12/01/2023

general fund

leadership team,  
staff

Not Started



Effective Use of Curriculum and Instruction in Relation to Standards

Alignment of curriculum to standards, including PD on pacing, prioritizing high leverage standards, identification of effective curriculum, alignment to assessment.

10/04/2023  
05/23/2025

general fund

leadership team,  
curriculum  
committee, PLCs,  
instructional staff

In Progress



Build Buy In with MA Parents

Develop CMAS parent information night (Feb), provide student CMAS results to parents during conferences

10/04/2023  
05/23/2025

general fund

leadership team,  
Director of Culture  
and Assessment

In Progress



## Realignment of Priorities, Systems, and Processes Across All of MA

**What will success look like:** Monument Academy is developing a revised strategic plan to ensure excellence in every aspect of the organization. This will be accomplished through a renewed focus on the priorities inherent to MA's history as a part of the community. The school will focus on improved culture with the "One MA Social Contract", improved staff development, improved instruction, and a defined organization chart to include job descriptions and responsibilities. The school will also focus on rebuilding/repairing relationships between MA and D38, so that there will be a common understanding between the two entities of the value of having a mutual investment in our students. Success will also show increased accountability with communication amongst leadership, more team work, and an increased focus on collaboration. (CKH, culture)

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Research supports the implementation of this strategy at Monument Academy and has shown that it is a good fit for the school. The following articles support this work: Integrating data-based decision making, Assessment for Learning and diagnostic testing in formative assessment by Van der Kleij, Assessment in Education, 2014 Summary- "Recent research has highlighted the lack of a uniform definition of formative assessment, although its effectiveness is widely acknowledged. This paper addresses the theoretical differences and similarities amongst three approaches to formative assessment that are currently most frequently discussed in educational research literature: data-based decision making (DBDM), Assessment for Learning (AfL) and diagnostic testing (DT). Furthermore, the differences and similarities in the implementation of each approach were explored. This analysis shows that although differences exist amongst the theoretical underpinnings of DBDM, AfL and DT, the combination of these approaches can create more informed learning environments. The thoughtful integration of the three assessment approaches should lead to more valid formative decisions, if a range of evidence about student learning is used to continuously optimise student learning." Data-Driven Decision Making: Improving Student Achievement by Mallory Denny, Northwestern College, 2020 Summary- "While researching, three common themes were identified. First, there is a lack of training for professionals in education in the area of data-driven decision making. This makes it difficult for teachers to successfully use data to alter instruction in a manner that would increase student achievement. Second, in order for schools to successfully implement data-driven decision making it must be a school-wide effort with every stakeholder involved in the process. This means from the top administrator down to the teachers, everyone must believe that using data to make informed decisions will increase student achievement. Finally, the third recurring theme involved analyzing data as a team in professional learning communities to increase both student academic achievement and educator confidence in working with data. The research shows that schools who implement data-driven decision making with these three themes in mind will most likely see an increase in student achievement." Misconceptions about data-based decision making in education: An exploration of the literature by Mandinach and Schildkamp, Studies in Educational Evaluation, 2021 Summary- "The effective use of data must be grounded in teacher beliefs (Datnow and Hubbard, 2015; Prenger & Schildkamp, 2018) of the importance of data use and data literacy (Data Quality Campaign, 2014; Mandinach & Gummer, 2016b, 2016c). The acquisition of this skill set and dispositions must be a lifelong learning process for educators. As noted above, introducing data use to educators must begin during their pre-service preparation and be reinforced throughout their careers (Mandinach & Gummer, 2013; Mandinach & Nunnaley, 2017; Reeves, 2017). It must become an engrained part of practice, for example though working in data teams (Schildkamp et al., 2018) and with knowledgeable data coaches (Love et al., 2008). We believe that working in teams (e.g., grade level teams, subject matter teams) led by data coaches is the way forward, as data use is a complex sensemaking process that does not take place in isolation. It requires collective sensemaking and dialogue (Schildkamp et al., 2016; Vanlommel



& Schildkamp, 2018), focused on the questions: What can we do as educators to help our students learn? What are the actionable steps we can take to positively impact the instructional process or affect better educational decisions? We have reviewed some of the strategies around effective data use that can provide the foundation and impetus for policy, practice, and research. We urge the field to work toward a better understanding of the actual data use process. We recognize that data use, if conducted properly and in good faith with an equity lens can have a positive impact addressing the needs of all students, regardless of circumstances. Taking the equity perspective can impact how educators are prepared to use data across the continuum of their careers. It can impact the focus of courses in educator preparation programs as well as professional development and in-service trainings. Finally, the practice field must take seriously the need to develop data literacy in all educators, current and future. This requires the mobilization of changes in the preparation programs and the development of appropriate curriculum materials that can be used (Mandinach & Nunnaley, 2017). We hope this commentary will serve as a stimulus to change in policy and practice as well as a roadmap for a research agenda.”

**Strategy Category:** Continuous Improvement

### Associated Root Causes:



#### Insufficient Connection to and Urgency for School Improvement:

Growth mindset has been diminished due to the variety of changing leadership priorities, expectations, and organizational culture along with a reduced focus on the importance of utilizing student performance data to drive improvement.

### Implementation Benchmarks Associated with MIS

| IB Name   | Description  | Start/End/<br>Repeats                 | Key Personnel   | Status      |
|---|--|---------------------------------------|---|-------------|
| <br>% of positive response on staff culture survey | Decrease negative responses from staff, as measured by Staff Culture survey, by 10% each year. | 08/04/2023<br>05/23/2025<br>Quarterly | Principal, Assistant Principal, Director of Culture and Assessment, Instructional Staff | In Progress |
| <br>% of staff trained on CKH                     | 100% of staff will be trained in CKH   | 08/04/2023<br>05/23/2025<br>Quarterly | All staff, CKH trainer  | Met         |



Decrease behavior referrals by 10% each year through the use of CKH

08/04/2023  
05/23/2025  
Monthly

Principal, Assistant Principal,  
Instructional Staff

In Progress

% of behavior  
referrals



% of parent  
subscribed to  
Parent Square





By the end of the 2023-24 school year, 100% of parents are  
subscribed to Parent Square





08/04/2023  
05/24/2024  
Monthly

Director of Marketing and  
Communications, Principal, Assistant  
Principal

Partially Met

### Action Steps Associated with MIS

| Name  | Description   | Start/End Date           | Resource                               | Key Personnel                                  | Status      |
|---|---|--------------------------|--|--|-------------|
| <br>Capturing Kids<br>Hearts Training                             | All staff will be trained in Capturing Kids Hearts to help with classroom management and organizational culture.  | 08/12/2021<br>05/23/2025 | general fund                           | CKH Trainer,<br>Leadership team,<br>all staff  | Complete    |
| <br>Increasing Staff<br>Morale                                    | PTO will do monthly snack cart, teacher appreciation week, staff luncheons. Administration will put on social events, recognize staff each week with a staff spotlight, and write appreciation notes.                                       | 08/18/2022<br>05/19/2025 | PTO funds                              | PTO  | In Progress |
| <br>Peer Observations<br>and Coaching                           | Teachers will have the opportunity to observe colleagues to learn from and reflect on ways to implement what they learn in their own classroom. Additionally, instructional coach will provide feedback and support to instructional staff. | 09/15/2022<br>05/23/2025 | general fund,<br>classroom<br>coverage | Instructional Staff,<br>Instructional<br>Coach | In Progress |
| <br>Update organizational chart to include job descriptions and |   | 08/04/2023               |  | Operations<br>Manager, HR                      |             |

|  |   |                          |              |  |             |
|--|---|--------------------------|--------------|--|-------------|
| Update organizational chart  | responsibility  | 05/23/2025               | general fund | Director, Executive Director   | Complete    |
|  Fostering relationship with D38           | Increase communication and collaboration with D38   | 08/04/2023<br>05/23/2025 | general fund | Principal, Assistant Principal, Director of Culture and Assessment, Executive Director | In Progress |
|  Training and Utilization of Parent Square | Ensure training on Parent Square is provided to all staff to increase quality of communication with families  | 08/04/2023<br>05/23/2025 | general fund | Principal, Assistant Principal, Director of Marketing and Communications               | Complete    |
|  Hire a School Culture Coordinator         | Hire a school culture coordinator to implement strategies and monitor progress toward improved school culture | 08/04/2023               | general fund | Leadership team and Executive Director   | Complete    |
|  Development of "One MA Social Contract" | The school will work with leadership to develop the "One MA Social Contract".                                 | 09/01/2023<br>05/23/2025 | general fund | Leadership team, all staff   | Complete    |

## School Target Setting





**Priority Performance Challenge : Academic Growth in ELA Lower than School and State Expectations**



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

**MEASURES / METRICS:** R

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** Monument Academy will show an increase in achievement percentile ranking in ELA. Monument Academy will meet or exceed the state expectation of 50th percentile.

**2024-2025:** Monument Academy will show an increase in achievement percentile ranking in ELA. Monument Academy will meet or exceed the state expectation of 60th percentile.

**INTERIM MEASURES FOR 2023-2024:** NWEA MAP reading and language usage, DIBELS, classroom work



**Priority Performance Challenge : Academic Achievement and Growth Gaps in ELA and Mathematics**



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2023-2024:** Monument Academy will meet or exceed the state expectation of a median growth percentile ranking on CMAS in reading and mathematics of the 50th %ile.

**2024-2025:** Monument Academy will meet or exceed the state expectation of a median growth percentile ranking on CMAS in reading and mathematics of the 55th %ile.

**INTERIM MEASURES FOR 2023-2024:** NWEA MAP reading, mathematics, and language usage, DIBELS, classroom work



**Priority Performance Challenge : Attendance Rates Do Not Meet School Level Expectations**



## PERFORMANCE INDICATOR: Student Engagement

### MEASURES / METRICS: Attendance

#### ANNUAL PERFORMANCE TARGETS

**2023-2024:** Monument Academy will achieve an ADA of 94%.

**2024-2025:** Monument Academy will achieve an ADA of 95%.

### INTERIM MEASURES FOR 2023-2024: student ADA