



Colorado's Unified Improvement Plan for Districts

North Conejos RE-1J UIP 2022-23 | District: North Conejos RE-1J | Org ID: 0550 | Framework: Accredited: Meets 95% Participation | Draft UIP

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Executive Summary



Priority Performance Challenges

- *Minority and FRL Students Academic Growth in Mathematics*

- *Students With Disabilities Academic Growth and Achievement*



Root Cause

- Minority and FRL Student Academic Growth in Mathematics
- Minority and FRL Student Attendance

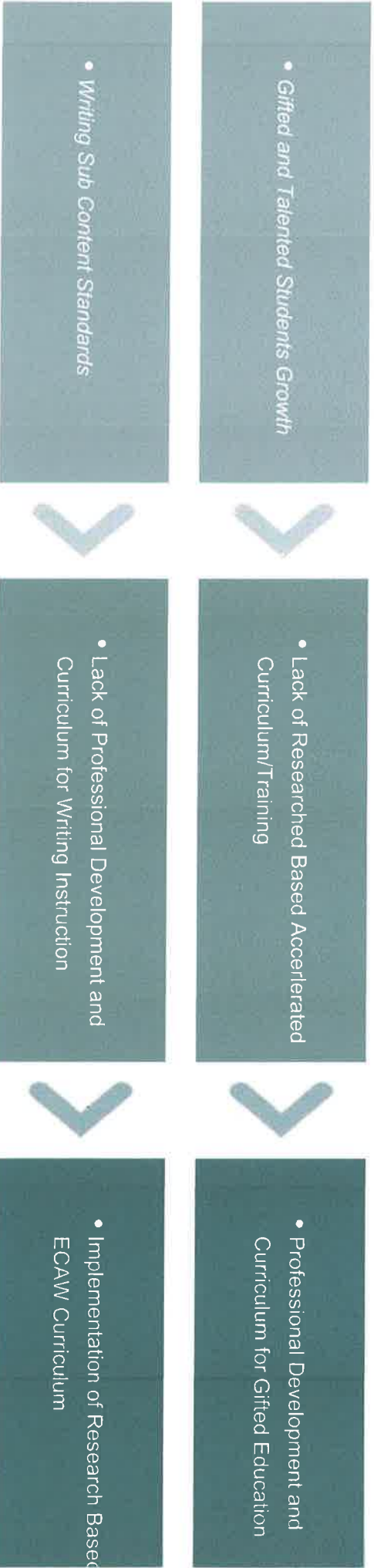
- Special Education Teachers in Field Training (Highly Qualified)



Major Improvement Strategies

- Minority Performance
- Minority Student Attendance

- Opportunity for Collaboration for General Education and Special Education



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

Improvement Plan Information

Additional Information about the district

District Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

North Conejos School District has opted for and received permission to formulate a Single District UIP for 2022. The North Conejos School District has formulated a district-wide UIP team consisting of district administration, building administration, building data and leadership teams, and the district accountability committee as participants in the process. The UIP Team began meeting in September to diagnose and analyze performance data, and then each month subsequently when data is available (STAR, etc.). As a result of these meetings, the UIP which is a specific, targeted improvement plan was created. The district uses this UIP as a Comprehensive Needs Assessment when applying for Federal Grants. Demographics are listed in a specific description in the UIP information section.

Current performance of student achievement, growth, final District Performance Framework rating via the CDE website, and each building's individual School Performance Framework were used to complete the Unified Improvement Plan. Past targets and goals may and may not be applicable to this UIP as current and up-to-date data drive the action plan now in motion due to new performance indicators, updated assessment information and a new district-wide process for UIP formulation and execution. We believe that the mode of operation currently employed combined with the timeline, and overall plan will yield more efficient and measurable results for North Conejos School District.

The North Conejos School District has a DPF of Accredited: Meets 95% Participation and designated action plans are included in this submitted UIP. Also, with stakeholder input than ever before, the UIP reflects more of what is wanted and needed by the entire school community rather than by district-wide administration; the subsequent 'buy-in' and ability to meet and progress monitor is planned and will be executed with fidelity----adjusted in real time when student performance data dictates such action.

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).

In Major Improvement Strategies in the FRL, Minority, Special Education, and Gifted and Talented student performance, our district has not shown the growth was targeted for these performance areas and have been included in the current UIP as priority growth elements.

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

To address the lack of growth in the defined areas we will be providing additional resources and training in different materials and district practices. A major part of addressing these areas will be the attainment of researched based curriculum and providing training for this implementation. As a district, we will also adjust practices and scheduling in order to address performance levels that have been identified as Major Improvement elements.

Current Performance

Studying the current performance of our district given our FINAL 2022 DISTRICT PERFORMANCE FRAMEWORK (1 year) has reason to celebrate. However, there are specific areas where growth could occur and actions formulated to address these needs. Although the district is Accredited for the 2022 academic year, and evidence of MEETS is noted in the various ratings including Academic Achievement and Postsecondary & Workforce Readiness the yellow mark

APPROACHING is evident in the performance indicator of Academic Growth at the district level.

Current District Performance is as follows:

Noted: on the District Performance Framework (1 Year) Academic Achievement is approaching.

Noted: on the District Performance Framework (1 Year) Academic Growth is approaching.

Noted: on the District Performance Framework (1 Year) Post Secondary and Workforce Readiness meets

The following graphs show a three year trend 18-19, (19-20 no data), 20-21, and 21-22.

Noted: on the District Performance Framework Academic Achievement for students identified as Free/Reduced-Price Lunch Eligible" (FRL) in the Academic of ELA is rated as "Approaching" at high school level. PSAT/SAT Approaching.

Noted: on the District Performance Framework Academic Growth for students identified as FRL in the area of math at the middle school and high school level rated as "Approaching". PSAT/SAT Approaching. FRL % of students has increased from 54% last year to current 63% this year.

Noted: on the AEC SPF Targeted 2018-2019 and 2021-2022 FRL Hispanic or Latino is targeted for support. A plan of action is in place.

The following graphs show a three year trend 18-19, (19-20 no data) 20-21 and 21-22.

Noted: on the District Performance Framework Academic Achievement for students with disabilities "does not meet" rating in both ELA and Math at all levels including elementary, middle school and high school.

Noted: according to District CMAS, PSAT and SAT data students identified as Gifted and Talented show high achievement scores yet low growth rate in both ELA and Math.

All district-utilized assessments demonstrate consistent data with respect to parallelism to the North Conejos School District - District Performance Framework throughout each School Performance Framework with exceptions noted above.

Three year data using STAR Median Percentiles, there is a significant difference between Anglo and Hispanic students. From the school year 18-19 to the present we are finding an average of 19 percentile point difference (Hispanic students having the lower percentiles). This difference varies to a small degree year to year but remains an issue that we need to address. With the total ethnicity break down of the district being 54.4% Hispanic 43.6% Anglo and 3% other is a significant portion of our students that is showing lower performance levels.

In summary North Conejos School District will focus on four areas. All district students growth for academic ELA/ sub content standards writing. Students

identified as minority and FRL in Academic Growth in math are approaching, Students with Disabilities Academic Achievement and Growth and Academic Growth for students who are identified as Gifted and Talented.

Trend Analysis



Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

Minority students CMAS Growth in the area of Math analysis demonstrates notable disparities with respect to Ethnicity. On the district DPF, minority students are reaching approaching. This is a notable trend on the district/school performance framework where obvious low trends are apparent 2019 MGP 51% 2021 MGP 46% and 2022 MGP 40%.



Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

Students identified as Gifted and Talented who have active Advanced Learning Plans are showing low growth rates in ELA and Math over a four-year period. The scale scores show a gradual decline over a 4 year period as noted: Average District ELA Scale Scores for the Gifted Students 2018-2019 793.2 2019-2020 788.57 2020-2021 783.94 2021-2022 779.31 Average District Math Scale Scores for the Gifted Students 2018-2019 783.4 2019-2020 783.4 2020-2021 782.66 2021-2022 782.28



Trend Direction: Decreasing

Performance Indicator Target: Disaggregated Achievement

District Students with Disabilities consistently score low in Academic Achievement and Growth in English Language Arts and Math over a Multi-Year measurement; district level, noted with a Does Not Meet on the Multi-Year DPF, illustrated by a % rank of 1 in each subject, while state expectations are 15 to 50 percentile to reach approaching and over 50 to be designated as Meets. This is a notable trend as compared with all other facets in the district, this is a consistent low rating where achievement growth has not been observed over a three year span district wide, and is one of the rare Does Not Meet ratings in a District Accredited With Distinction. It is also a notable trend as students with an IEP should obtain a level of achievement at a rate consistent with the rates of achievement of all district students (non-IEP) and immediately draws quick attention and requires immediate remedy and a plan to alter this trend. Academic Achievement for ELA Mean Scale Score 706.8 for 2019, Mean Scale Score 721.6 , 2022 Mean Scale Score 703.9. Academic Growth for ELA 2019 MGP 28% for the 2021 and 2022 N count too low for MGP. Academic Achievement Math 2019 Mean Scale Score 708 2022 Mean Scale Score 698. Academic Growth Math 2019 MGP 56 Academic Growth for ELA 2019 28 MGP



Trend Direction: Stable

Performance Indicator Target: Disaggregated Achievement

All district students in ELA on the Transitional Performance Framework, have remained stable in the writing subcontent standards for the last three years. There is a significant disparity between overall writing expression and conventions subcontent standards when compared to all reading subcontent standards.



Trend Direction: Decreasing

Performance Indicator Target: Disaggregated Growth

Students identified as FRL (Free and Reduced Lunch) growth in the area of math over a three year 2019 51.5% , 2021 48% and 2022 37% are students from low-income homes who enter school at a disadvantage. Materially, they often do not have the means for the resources they need for basic classroom functions. In non-tangible

they often do not have the same academic support as middle- or high-income peers and know less when they arrive in Kindergarten. When parents are unable to provide for their children, that responsibility then falls on the schools and the community. Ensuring that students from low income households succeed in K-12 classrooms is multi-faceted.

Additional Trend Information:

Minority Students in Academic Achievement, Academic Growth on performance frameworks as a collective on the DPF and various SPF individually, combined with from NWEA point to a consistent trend to be addressed.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Minority and FRL Students Academic Growth in Mathematics

Improvement is needed in Minority and FRL students in math Academic Growth district wide. The district meets in both Academic Achievement and Professional Growth & Workforce Readiness. However, collectively as a district minority students and FRL students are in the "approaching" rating in Academic Growth. Collectively, this is a challenge as it is an area that points to a needed plan derived from a root cause to address the gap in performance. Students identified as FRL do not show growth in the area of mathematics compared to non-eligible students at all levels including elementary, middle and high school. According to the district DPF Elementary, Middle and High school are all at the approaching rating.



Root Cause: Minority and FRL Student Academic Growth in Mathematics

Minority students, in math, show a lack of consistent growth when compared to all students. No professional development and/or data has been illustrated to staff for purposes of planning equitable instruction, or differentiated instruction via PLC's, and district wide development has not addressed various strategic ways to increase minority student culture, engagement, varied modalities and other methods to train staff to meet minority student needs. This element of root cause would also refer to the communication and perception of the importance of regular attendance. Class and building scheduling limit access to core subjects.



Root Cause: Minority and FRL Student Attendance

After the UIP Team has reviewed all performance data, it was decided to look for other factors that may contribute to the slight district disparity when comparing minority academic growth to all other students across grade levels. Upon looking at district and school attendance rates, all students with absences (current and past three years) were listed and were disaggregated according to ethnicity. One root cause, which research proves time and again affects any student (or group) achievement and growth became readily apparent: Minority Student Attendance Rates NCSD ATTENDANCE of most Truant Students in the District: 101 White 6 Other 193 Hispanic Percentage White - 34% Percentage Other - 2% Percentage Hispanic - As the district only has a skeletal, ambiguous and inconsistent plan to address attendance, unaware to district staff is the larger percentage of min



student absences and when looking at the more egregious absences (12 or more in current year), the percentage of minority students in this giver category increased exponentially. The root cause is obvious, with no monitoring or systematic approach to intervene and address the issue, less instructional time and less student engagement due to absences yields less academic achievement and academic growth.

Priority Performance Challenge: Students With Disabilities Academic Growth and Achievement

Students with disabilities (IEP) do not show parallel academic achievement and do not show congruent academic growth when taken as an area of ide improvement not only from an individual school standpoint, although there are exceptions depending on which report/data table used, but when looking unified improvement effort to a district level, there is a consistent shortage of student performance with math being the most notable but also in English/Language Arts. The rationale for the selection of this challenge is self-evident as data is clear when few areas of our DPF are not "District Accr With Distinction" rated, and this performance challenge demonstrates a possible systemic problem with a necessary action plan and identified root cau Thus, the trend of SPED (IEP) students can be on par in terms of growth and achievement with ALL students.



Root Cause: Special Education Teachers in Field Training (Highly Qualified)

The acquiring and retention of in field instructors in the area of special education is an ongoing challenge in our district. NCSD offers reimbursement for in field Graduate level courses, and sign on bonus's for Highly Qualified Instructors. The district provides on going professional development st to Special Education laws, instruction and intervention to in district Special Education instructors.



Priority Performance Challenge: Gifted and Talented Students Growth

District gifted students with Advanced Learning Plans are showing a gradual decline in the area of ELA and Math growth over a three year trend. Acco to district data Math of those students scoring "Exceeded" compared to those who score in the "met" range have decreased over the last three years. (data ELA percentages of students scoring "Exceeded" compared to those who score in the "met" range have decreased over the last three years. The students' scale scores show a gradual decline since 2019.



Root Cause: Lack of Researched Based Accelerated Curriculum/Training

A root cause that can be derived from the lack of student growth indicated by the programming that the gifted students receive compared to non g students pertains to the lack of consistent implementation of a researched-based accelerated curriculum. A key element of this root cause would t expectation and guidance of a consistent sequential implementation of this curriculum by teachers and administration. The use of Depth and Complexity and online Colorado Digital Learning Solutions will be utilized.



Priority Performance Challenge: Writing Sub Content Standards



A performance challenge has been indicated by the ELA Standard Roster Reports in the disparity between the reading and writing subcontent standard. Data indicates that all students in third through eighth grades receive significantly less percentage of the credit available in the writing subcontent standard than the same group of students receive in the reading subcontent standards of ELA Assessments.



Root Cause: Lack of Professional Development and Curriculum for Writing Instruction

The North Conejos Schools does not implement a consistent sequential writing curriculum. Students do not have access to consistent instruction from year to year. Varied approaches are utilized in order to teach writing skill. In many instances we have students need to learn completely new strategies to teach the same skill. Teachers have not had the training and support for this implementation.

Magnitude of Performance Challenges and Rationale for Selection:



As a large percentage of our district demographic is minority (54%), the goal of the district is to ensure ALL perform at levels indicative of the district's Performance Rating and ensure their equity for all students. District wide there is a 54% poverty rate.

Magnitude of Root Causes and Rationale for Selection:



Attendance, in all its forms and given all research, contributes to the growth of students in terms of achievement and growth. When there exists a disparity from one group to the next, a plan of action is required. Providing access to core curriculum through varied forms and measures. Verification of this reason cause is included in the description above, readily demonstrated with the data provided.

Action Plans

Planning Form



Opportunity for Collaboration for General Education and Special Education

What will success look like: General education teachers and special education teacher will meet twice per month and plan and implement strategies that can be utilized within the instructional time in class to meet the specific needs of students with disabilities (IEP). Title II Professional Development monies will be utilized to support strategy and target the needs to accomplish this collaborative effort.

Describe the research/evidence base supporting the strategy and why it is a good fit: All research indicates that increased collaboration and staff development planning, places ownership of each student's needs on the entire instructional team of professionals vs singularly placed on the special education teacher. When special skills are addressed and teachers understand how to meet the needs of individual students, and continued tracking of student performance data in all areas will increase growth.

Associated Root Causes:



Special Education Teachers in Field Training (Highly Qualified):

The acquiring and retention of in field instructors in the area of special education is an ongoing challenge in our district. NCSD offers reimbursements for field Graduate level courses, and sign on bonus's for Highly Qualified Instructors. The district provides on going professional development specific to Special Education laws, instruction and intervention to in district Special Education instructors.

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



Minority Student Attendance

Describe the research/evidence base supporting the strategy and why it is a good fit: Increased time on task and increased student engagement are two of the most impacting factors of student achievement. When minority students obtain a higher percentage of time exposed to both factors, growth and achievement increase.

Associated Root Causes:

Minority and FRL Student Attendance:

After the UIP Team has reviewed all performance data, it was decided to look for other factors that may contribute to the slight district disparity when comparing minority academic growth to all other students across grade levels. Upon looking at district and school attendance rates, all students with 8 absences (current and past three years) were listed and were disaggregated according to ethnicity. One root cause, which research proves time and age affects any student (or group) achievement and growth became readily apparent: Minority Student Attendance Rates NCSD ATTENDANCE 300 of most



Truant Students in the District: 101 White 6 Other 193 Hispanic Percentage White - 34% Percentage Other - 2% Percentage Hispanic - 64% As the district only has a skeletal, ambiguous and inconsistent plan to address attendance, unaware to district staff is the larger percentage of minority student absence when looking at the more egregious absences (12 or more in current year), the percentage of minority students in this given category increased exponentially. The root cause is obvious, with no monitoring or systematic approach to intervene and address the issue, less instructional time and less student engagement due to absences yields less academic achievement and academic growth.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status	
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Minority Performance

What will success look like: Teachers understand and supply equitable instructional awareness to all students. Cultural awareness and multiplying more strategic efforts with respect to varying specific strategies are implemented and minority students are positively affected, and increased performance data is the result. More to home collaborate effort and communication exists and support from the home, a better relationship with school personnel is fostered.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research indicates that a strong, ongoing and highly communicative effort school to home increases student morale and performance. Teachers who understand and can plan accordingly with respect to student culture can affect students academic motivation and achievement/growth.

Associated Root Causes:



Minority and FRL Student Academic Growth in Mathematics:

Minority students, in math, show a lack of consistent growth when compared to all students. No professional development and/or data has been illustrated staff for purposes of planning equitable instruction, or differentiated instruction via PLC's, and district wide development has not address various strategic to increase minority student culture, engagement, varied modalities and other methods to train staff to meet minority student needs. This element of root cause would also refer to the communication and perception of the importance of regular attendance. Class and building scheduling limit access to core subjects

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status	
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FRL Student Performance

What will success look like: Teachers understand and supply equitable instructional awareness to all students. Cultural awareness and multiplying more strategic efforts with respect to varying specific strategies are implemented and minority students are positively affected, and increased performance data is the result. More to home collaborate effort and communication exists and support from the home, a better relationship with school personnel is fostered.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research indicates that a strong, ongoing and highly communicative effort school to home increases student morale and performance. Teachers who understand and can plan accordingly with respect to student culture can affect students academic motivation and achievement/growth.

Associated Root Causes:

FRL Student Performance:



Students identified as FRL, in specific areas, show a lack of achievement and consistent growth when compared to all students. No professional development and/or data has been illustrated to staff for purposes of planning equitable instruction, or differentiated instruction via PLC's, and district wide development not address various strategic ways to increase student culture, engagement, varied modalities and other methods to train staff to meet low income student needs.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status	
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Professional Development and Curriculum for Gifted Education

What will success look like: District teachers will be able to provide the curriculum and instructional practices in order to increase motivation, performance, and challenge for the gifted students.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research indicates that solid instructional practices that lead to motivate and challenge students who have advanced learning needs will increase as fidelity of these practices are implemented.

Associated Root Causes:

Lack of Researched Based Accelerated Curriculum/Training:



A root cause that can be derived from the lack of student growth indicated by the programming that the gifted students receive compared to non gifted students pertains to the lack of consistent implementation of a researched-based accelerated curriculum. A key element of this root cause would be the expectation and guidance of a consistent sequential implementation of this curriculum by teachers and administration. The use of Depth and Complexity ; online Colorado Digital Learning Solutions will be utilized.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status	
Action Steps Associated with MIS					
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Implementation of Research Based ECAP Curriculum

What will success look like: District teachers will be able to provide the curriculum and instructional practices in order to increase writing proficiencies for all students in the North Conejos School District.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research indicates that solid instructional practices that have a sequential approach to providing foundational learning assist learners in developing deeper conceptual understanding in the areas of that skill development. The implementation of a renowned writing program will give teachers the support to deliver instruction that has been approved by the National Literacy Coalition.

Associated Root Causes:



Lack of Professional Development and Curriculum for Writing Instruction:

The North Conejos Schools does not implement a consistent sequential writing curriculum. Students do not have access to consistent instruction from year to year. Varied approaches are utilized in order to teach writing skill. In Many instances we have students need to learn completely new strategies to teach same skill. Teachers have not had the training and support for this implementation.

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

School Target Setting



Priority Performance Challenge : Minority and FRL Students Academic Growth in Mathematics



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	2022-2023: Minority and FRL students will increase the Mean Scale Score by 3 points from 2021-2022. 2023-2024: Minority and FRL students will increase the Mean Scale Score by 3 points from 2022-2023.
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INTERIM MEASURES FOR 2022-2023: Academic Achievement from Performance Framework.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Minority and FRL students Median Growth Percentile scores will increase 3% from 2021-2022.

2023-2024: Minority and FRL students Median Growth Percentile scores will increase 3% from 2022-2023.

INTERIM MEASURES FOR 2022-2023: Academic Growth from Performance Framework.



Priority Performance Challenge : Students With Disabilities Academic Growth and Achievement



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Students with disabilities will increase their Mean Scale Score by 5 points from 2021-2022.

2023-2024: Students with disabilities will increase their Mean Scale Score by 5 points from 2022-2023.

INTERIM MEASURES FOR 2022-2023: Academic Achievement MSS from Performance Framework.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Students with disabilities will increase 5 Mean Scale Score points from 2021-2022.

2023-2024: Students with disabilities will increase 5 Mean Scale Score points from 2022-2023.

INTERIM MEASURES FOR 2022-2023: Academic Achievement MSS from Performance Framework.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Students with disabilities will increase 3% on Median Growth Percentile from 2019.

2023-2024: Students with disabilities will increase 3% on Median Growth Percentile.

INTERIM MEASURES FOR 2022-2023: Academic Growth MGP from Performance Framework.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Students with disabilities will increase 3% on Median Growth Percentile.

2023-2024: Students with disabilities will increase 3% on Median Growth Percentile.

INTERIM MEASURES FOR 2022-2023: Academic Growth MGP on Performance Framework.



Priority Performance Challenge : Gifted and Talented Students Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2022-2023: The gifted student will show a 4 point increase in scale scores from 782.28 in 2022 to 786.28 in 2023 state assessment data.

2023-2024: The gifted student will show a 4 point increase in scale scores from 2023 786.28 to a 790.28 in 2024 state assessment data.

INTERIM MEASURES FOR 2022-2023: Renaissance STAR Testing-Standardized Testing and Reporting. North Conejos School District uses STAR Math and STAR Language benchmarks three times per year as interim measures.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: The gifted student will show a 4-point increase in scale scores from 779.31 in 2022 to 783.31 in 2023 state assessment data.

2023-2024: The gifted student will show a 4-point increase in scale scores from 2023 783.31 to 787.31 in 2024 state assessment data.

INTERIM MEASURES FOR 2022-2023: Renaissance STAR Testing-Standardized Testing and Reporting. North Conejos School District uses STAR Math and STAR Language benchmarks three times per year as interim measures.



Priority Performance Challenge : Writing Sub Content Standards



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: ELA

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Reduce District 15% difference in Writing and Reading Subcontent Standards in grades 3rd -8th

2023-2024: Reduce District 10% difference in Writing and Reading Subcontent Standards in grades 3rd -8th

INTERIM MEASURES FOR 2022-2023: STAR Moby MAX, Dream Box



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Root Cause

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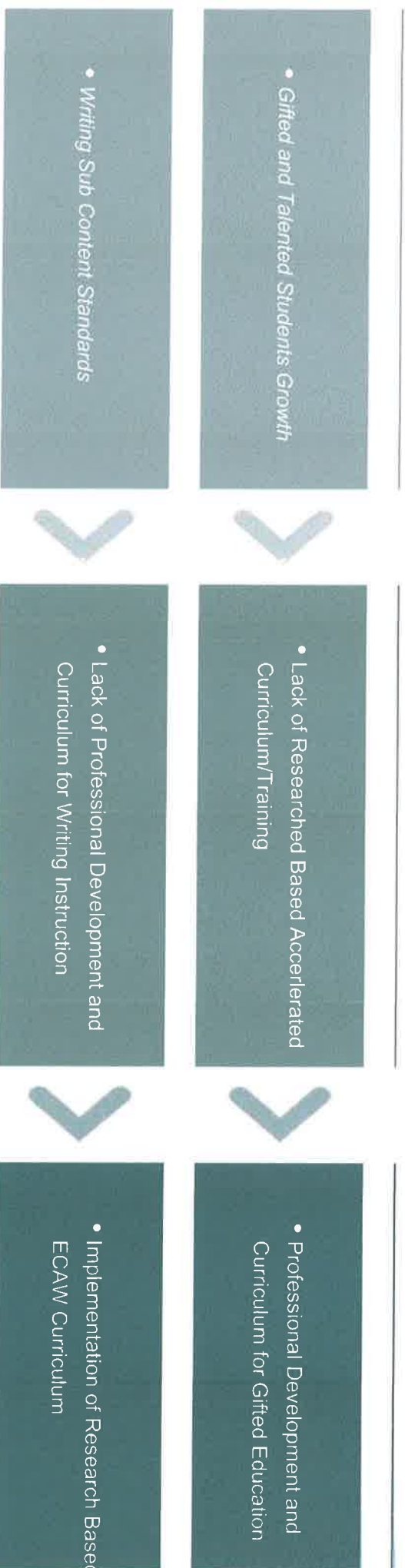
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Major Improvement Strate

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- Minority Student Attendance

- Opportunity for Collaboration for G Education and Special Education



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

To address the lack of growth in the defined areas we will be providing additional resources and training in different materials and district practices. A major area of addressing these areas will be the attainment of researched based curriculum and providing training for this implementation. As a district, we will also adjust practices and scheduling in order to address performance levels that have been identified as Major Improvement elements.

Current Performance

Studying the current performance of our district given our FINAL 2022 DISTRICT PERFORMANCE FRAMEWORK (1 year) has reason to celebrate. However, there are specific areas where growth could occur and actions formulated to address these needs. Although the district is Accredited for the 2022 academic year, and evidence of MEETS is noted in the various ratings including Academic Achievement and Postsecondary & Workforce Readiness the yellow mark

APPROACHING is evident in the performance indicator of Academic Growth at the district level.

Current District Performance is as follows:

Noted: on the District Performance Framework (1 Year) Academic Achievement is approaching.

Noted: on the District Performance Framework (1 Year) Academic Growth is approaching.

Noted: on the District Performance Framework (1 Year) Post Secondary and Workforce Readiness meets

The following graphs show a three year trend 18-19, (19-20 no data), 20-21, and 21-22.

Noted: on the District Performance Framework Academic Achievement for students identified as Free/Reduced-Price Lunch Eligible" (FRL) in the Academic of ELA is rated as "Approaching" at high school level. PSAT/SAT Approaching.

Noted: on the District Performance Framework Academic Growth for students identified as FRL in the area of math at the middle school and high school level rated as "Approaching". PSAT/SAT Approaching. FRL % of students has increased from 54% last year to current 63% this year.

Noted: on the AEC SPF Targeted 2018-2019 and 2021-2022 FRL Hispanic or Latino is targeted for support. A plan of action is in place.

The following graphs show a three year trend 18-19, (19-20 no data) 20-21 and 21-22.

Noted: on the District Performance Framework Academic Achievement for students with disabilities "does not meet" rating in both ELA and Math at all levels including elementary, middle school and high school.

Noted: according to District CMAS, PSAT and SAT data students identified as Gifted and Talented show high achievement scores yet low growth rate in both ELA and Math.

All district-utilized assessments demonstrate consistent data with respect to parallelism to the North Conejos School District - District Performance Framework throughout each School Performance Framework with exceptions noted above.

Three year data using STAR Median Percentiles, there is a significant difference between Anglo and Hispanic students. From the school year 18-19 to the present we are finding an average of 19 percentile point difference (Hispanic students having the lower percentiles). This difference varies to a small degree year to year but remains an issue that we need to address. With the total ethnicity break down of the district being 54.4% Hispanic 43.6% Anglo and 3% other is a significant portion of our students that is showing lower performance levels.

In summary North Conejos School District will focus on four areas. All district students growth for academic ELA/ sub content standards writing. Students

identified as minority and FRL in Academic Growth in math are approaching. Students with Disabilities Academic Achievement and Growth and Academic Growth for students who are identified as Gifted and Talented.

Trend Analysis



Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

Minority students CMAS Growth in the area of Math analysis demonstrates notable disparities with respect to Ethnicity. On the district DPF, minority students are reaching approaching. This is a notable trend on the district/school performance framework where obvious low trends are apparent 2019 MGP 51% 2021 MGP 46% and 2022 MGP 40%.



Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

Students identified as Gifted and Talented who have active Advanced Learning Plans are showing low growth rates in ELA and Math over a four-year period. The scale scores show a gradual decline over a 4 year period as noted: Average District ELA Scale Scores for the Gifted Students 2018-2019 793.2 2019-2020 788.57 2020-2021 783.94 2021-2022 779.31 Average District Math Scale Scores for the Gifted Students 2018-2019 783.4 2019-2020 783.4 2020-2021 782.66 2021-2022 782.28



Trend Direction: Decreasing

Performance Indicator Target: Disaggregated Achievement

District Students with Disabilities consistently score low in Academic Achievement and Growth in English Language Arts and Math over a Multi-Year measurement ; district level, noted with a Does Not Meet on the Multi-Year DPF, illustrated by a % rank of 1 in each subject, while state expectations are 15 to 50 percentile to reach approaching and over 50 to be designated as Meets. This is a notable trend as compared with all other facets in the district, this is a consistent low rating where adequate growth has not been observed over a three year span district wide, and is one of the rare Does Not Meet ratings in a District Accredited With Distinction. It is also a notable trend as students with an IEP should obtain a level of achievement at a rate consistent with the rates of achievement of all district students (non-IEP) and immediately draws quick attention and requires immediate remedy and a plan to alter this trend. Academic Achievement for ELA Mean Scale Score 706.8 for 2019, Mean Scale Score 721.6 , 2022 Mean Scale Score 703.9. Academic Growth for ELA 2019 MGP 28% for the 2021 and 2022 N count too low for MGP . Academic Achievement Math 2019 Mean Scale Score 708 2022 Mean Scale Score 698. Academic Growth Math 2019 MGP 56 Academic Growth for ELA 2019 28 MGP



Trend Direction: Stable

Performance Indicator Target: Disaggregated Achievement

All district students in ELA on the Transitional Performance Framework, have remained stable in the writing subcontent standards for the last three years. There is a significant disparity between overall writing expression and conventions subcontent standards when compared to all reading subcontent standards.



Trend Direction: Decreasing

Performance Indicator Target: Disaggregated Growth

Students identified as FRL (Free and Reduced Lunch) growth in the area of math over a three year 2019 51.5% , 2021 48% and 2022 37% are students from low-income homes who enter school at a disadvantage. Materially, they often do not have the means for the resources they need for basic classroom functions. In non-tangible

they often do not have the same academic support as middle- or high-income peers and know less when they arrive in Kindergarten. When parents are unable to provide for their children, that responsibility then falls on the schools and the community. Ensuring that students from low income households succeed in K-12 classrooms is multi-faceted.

Additional Trend Information:

Minority Students in Academic Achievement, Academic Growth on performance frameworks as a collective on the DPF and various SPF individually, combined with from NWEA point to a consistent trend to be addressed.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Minority and FRL Students Academic Growth in Mathematics

Improvement is needed in Minority and FRL students in math Academic Growth district wide. The district meets in both Academic Achievement and Professional Growth & Workforce Readiness. However, collectively as a district minority students and FRL students are in the "approaching" rating in Academic Growth. Collectively, this is a challenge as it is an area that points to a needed plan derived from a root cause to address the gap in performance. Students identified as FRL do not show growth in the area of mathematics compared to non-eligible students at all levels including elementary, middle and high school. According to the district DPF Elementary, Middle and High school are all at the approaching rating.



Root Cause: Minority and FRL Student Academic Growth in Mathematics

Minority students, in math, show a lack of consistent growth when compared to all students. No professional development and/or data has been illustrated to staff for purposes of planning equitable instruction, or differentiated instruction via PLC's, and district wide development has not addressed various strategic ways to increase minority student culture, engagement, varied modalities and other methods to train staff to meet minority student needs. This element of root cause would also refer to the communication and perception of the importance of regular attendance. Class and building scheduling limit access to core subjects.



Root Cause: Minority and FRL Student Attendance

After the UIP Team has reviewed all performance data, it was decided to look for other factors that may contribute to the slight district disparity when comparing minority academic growth to all other students across grade levels. Upon looking at district and school attendance rates, all students with absences (current and past three years) were listed and were disaggregated according to ethnicity. One root cause, which research proves time and again affects any student (or group) achievement and growth became readily apparent: Minority Student Attendance Rates NCSD ATTENDANCE of most Truant Students in the District: 101 White 6 Other 193 Hispanic Percentage White - 34% Percentage Other - 2% Percentage Hispanic - As the district only has a skeletal, ambiguous and inconsistent plan to address attendance, unaware to district staff is the larger percentage of min



student absences and when looking at the more egregious absences (12 or more in current year), the percentage of minority students in this giver category increased exponentially. The root cause is obvious, with no monitoring or systematic approach to intervene and address the issue, less instructional time and less student engagement due to absences yields less academic achievement and academic growth.

Priority Performance Challenge: Students With Disabilities Academic Growth and Achievement

Students with disabilities (IEP) do not show parallel academic achievement and do not show congruent academic growth when taken as an area of ide improvement not only from an individual school standpoint, although there are exceptions depending on which report/data table used, but when looking unified improvement effort to a district level, there is a consistent shortage of student performance with math being the most notable but also in English/Language Arts. The rationale for the selection of this challenge is self-evident as data is clear when few areas of our DPF are not "District Accr With Distinction" rated, and this performance challenge demonstrates a possible systemic problem with a necessary action plan and identified root cause. Thus, the trend of SPED (IEP) students can be on par in terms of growth and achievement with ALL students.



Root Cause: Special Education Teachers in Field Training (Highly Qualified)

The acquiring and retention of in field instructors in the area of special education is an ongoing challenge in our district. NCSD offers reimbursement for in field Graduate level courses, and sign on bonus's for Highly Qualified Instructors. The district provides on going professional development sy to Special Education laws, instruction and intervention to in district Special Education instructors.



Priority Performance Challenge: Gifted and Talented Students Growth

District gifted students with Advanced Learning Plans are showing a gradual decline in the area of ELA and Math growth over a three year trend. Acco to district data Math of those students scoring "Exceeded" compared to those who score in the "met" range have decreased over the last three years. (data ELA percentages of students scoring "Exceeded" compared to those who score in the "met" range have decreased over the last three years. The students' scale scores show a gradual decline since 2019.



Root Cause: Lack of Researched Based Accelerated Curriculum/Training

A root cause that can be derived from the lack of student growth indicated by the programming that the gifted students receive compared to non g students pertains to the lack of consistent implementation of a researched-based accelerated curriculum. A key element of this root cause would t expectation and guidance of a consistent sequential implementation of this curriculum by teachers and administration. The use of Depth and Complexity and online Colorado Digital Learning Solutions will be utilized.



Priority Performance Challenge: Writing Sub Content Standards



A performance challenge has been indicated by the ELA Standard Roster Reports in the disparity between the reading and writing subcontent standards. Data indicates that all students in third through eighth grades receive significantly less percentage of the credit available in the writing sub content standards than the same group of students receive in the reading subcontent standards of ELA Assessments.



Root Cause: Lack of Professional Development and Curriculum for Writing Instruction

The North Conejos Schools does not implement a consistent sequential writing curriculum. Students do not have access to consistent instruction from year to year. Varied approaches are utilized in order to teach writing skill. In many instances we have students need to learn completely new strategies to teach the same skill. Teachers have not had the training and support for this implementation.

Magnitude of Performance Challenges and Rationale for Selection:



As a large percentage of our district demographic is minority (54%), the goal of the district is to ensure ALL perform at levels indicative of the district's Performance Rating and ensure their equity for all students. District wide there is a 54% poverty rate.

Magnitude of Root Causes and Rationale for Selection:



Attendance, in all its forms and given all research, contributes to the growth of students in terms of achievement and growth. When there exists a disparity from one group to the next, a plan of action is required. Providing access to core curriculum through varied forms and measures. Verification of this root cause is included in the description above, readily demonstrated with the data provided.

Action Plans

Planning Form



Opportunity for Collaboration for General Education and Special Education

What will success look like: General education teachers and special education teacher will meet twice per month and plan and implement strategies that can be utilized within the instructional time in class to meet the specific needs of students with disabilities (IEP). Title II Professional Development monies will be utilized to support strategy and target the needs to accomplish this collaborative effort.



Professional Development and Curriculum for Gifted Education

What will success look like: District teachers will be able to provide the curriculum and instructional practices in order to increase motivation, performance, and challenge for the gifted students.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research indicates that solid instructional practices that lead to motivate and challenging students who have advanced learning needs will increase as fidelity of these practices are implemented.

Associated Root Causes:



Lack of Researched Based Accelerated Curriculum/Training:

A root cause that can be derived from the lack of student growth indicated by the programming that the gifted students receive compared to non gifted students pertains to the lack of consistent implementation of a researched-based accelerated curriculum. A key element of this root cause would be the expectation and guidance of a consistent sequential implementation of this curriculum by teachers and administration. The use of Depth and Complexity: online Colorado Digital Learning Solutions will be utilized.

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



Implementation of Research Based ECAP Curriculum

What will success look like: District teachers will be able to provide the curriculum and instructional practices in order to increase writing proficiencies for all students in the North Conejos School District.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research indicates that solid instructional practices that have a sequential approach to providing foundational learning assist learners in developing deeper conceptual understanding in the areas of that skill development. The implemented renowned writing program will give teachers the support to deliver instruction that has been approved by the National Literacy Coalition.

Describe the research/evidence base supporting the strategy and why it is a good fit: All research indicates that increased collaboration and staff development planning, places ownership of each student's needs on the entire instructional team of professionals vs singularly placed on the special education teacher. When special skills are addressed and teachers understand how to meet the needs of individual students, and continued tracking of student performance data in all areas will increase growth.

Associated Root Causes:



Special Education Teachers in Field Training (Highly Qualified):

The acquiring and retention of in field instructors in the area of special education is an ongoing challenge in our district. NCSD offers reimbursements for field Graduate level courses, and sign on bonus's for Highly Qualified Instructors. The district provides on going professional development specific to Special Education laws, instruction and intervention to in district Special Education instructors.

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



Minority Student Attendance

Describe the research/evidence base supporting the strategy and why it is a good fit: Increased time on task and increased student engagement are two of the most impacting factors of student achievement. When minority students obtain a higher percentage of time exposed to both factors, growth and achievement increase.

Associated Root Causes:

Minority and FRL Student Attendance:

After the UIP Team has reviewed all performance data, it was decided to look for other factors that may contribute to the slight district disparity when comparing minority academic growth to all other students across grade levels. Upon looking at district and school attendance rates, all students with 8 absences (current and past three years) were listed and were disaggregated according to ethnicity. One root cause, which research proves time and age affects any student (or group) achievement and growth became readily apparent: Minority Student Attendance Rates NCSD ATTENDANCE 300 of most



Truant Students in the District: 101 White 6 Other 193 Hispanic Percentage White - 34% Percentage Other - 2% Percentage Hispanic - 64% As the district only has a skeletal, ambiguous and inconsistent plan to address attendance, unaware to district staff is the larger percentage of minority student absence when looking at the more egregious absences (12 or more in current year), the percentage of minority students in this given category increased exponentially. The root cause is obvious, with no monitoring or systematic approach to intervene and address the issue, less instructional time and less student engagement due to absences yields less academic achievement and academic growth.

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



Minority Performance

What will success look like: Teachers understand and supply equitable instructional awareness to all students. Cultural awareness and multiplying more strategic efforts with respect to varying specific strategies are implemented and minority students are positively affected, and increased performance data is the result. More to home collaborate effort and communication exists and support from the home, a better relationship with school personnel is fostered.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research indicates that a strong, ongoing and highly communicative effort school to home increases student morale and performance. Teachers who understand and can plan accordingly with respect to student culture can affect students academic motivation and achievement/growth.

Associated Root Causes:



Minority and FRL Student Academic Growth in Mathematics:

Minority students, in math, show a lack of consistent growth when compared to all students. No professional development and/or data has been illustrated staff for purposes of planning equitable instruction, or differentiated instruction via PLC's, and district wide development has not address various strategic to increase minority student culture, engagement, varied modalities and other methods to train staff to meet minority student needs. This element of root causes would also refer to the communication and perception of the importance of regular attendance. Class and building scheduling limit access to core subjects

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



FRL Student Performance

What will success look like: Teachers understand and supply equitable instructional awareness to all students. Cultural awareness and multiplying more strategic efforts with respect to varying specific strategies are implemented and minority students are positively affected, and increased performance data is the result. More to home collaborate effort and communication exists and support from the home, a better relationship with school personnel is fostered.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research indicates that a strong, ongoing and highly communicative effort school to home increases student morale and performance. Teachers who understand and can plan accordingly with respect to student culture can affect students academic motivation and achievement/growth.

Associated Root Causes:

FRL Student Performance:



Students identified as FRL, in specific areas, show a lack of achievement and consistent growth when compared to all students. No professional development and/or data has been illustrated to staff for purposes of planning equitable instruction, or differentiated instruction via PLC's, and district wide development not address various strategic ways to increase student culture, engagement, varied modalities and other methods to train staff to meet low income student needs.

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

Associated Root Causes:



Lack of Professional Development and Curriculum for Writing Instruction:

The North Conejos Schools does not implement a consistent sequential writing curriculum. Students do not have access to consistent instruction from year to year. Varied approaches are utilized in order to teach writing skill. In Many instances we have students need to learn completely new strategies to teach same skill. Teachers have not had the training and support for this implementation.

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

School Target Setting



Priority Performance Challenge : Minority and FRL Students Academic Growth in Mathematics



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	2022-2023: Minority and FRL students will increase the Mean Scale Score by 3 points from 2021-2022.
	2023-2024: Minority and FRL students will increase the Mean Scale Score by 3 points from 2022-2023.

INTERIM MEASURES FOR 2022-2023: Academic Achievement from Performance Framework.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Minority and FRL students Median Growth Percentile scores will increase 3% from 2021-2022.

2023-2024: Minority and FRL students Median Growth Percentile scores will increase 3% from 2022-2023.

INTERIM MEASURES FOR 2022-2023: Academic Growth from Performance Framework.



Priority Performance Challenge : Students With Disabilities Academic Growth and Achievement



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Students with disabilities will increase their Mean Scale Score by 5 points from 2021-2022.

2023-2024: Students with disabilities will increase their Mean Scale Score by 5 points from 2022-2023.

INTERIM MEASURES FOR 2022-2023: Academic Achievement MSS from Performance Framework.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Students with disabilities will increase 5 Mean Scale Score points from 2021-2022.

2023-2024: Students with disabilities will increase 5 Mean Scale Score points from 2022-2023.

INTERIM MEASURES FOR 2022-2023: Academic Achievement MSS from Performance Framework.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Students with disabilities will increase 3% on Median Growth Percentile from 2019.

2023-2024: Students with disabilities will increase 3% on Median Growth Percentile.

INTERIM MEASURES FOR 2022-2023: Academic Growth MGP from Performance Framework.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Students with disabilities will increase 3% on Median Growth Percentile.

2023-2024: Students with disabilities will increase 3% on Median Growth Percentile.

INTERIM MEASURES FOR 2022-2023: Academic Growth MGP on Performance Framework.



Priority Performance Challenge : Gifted and Talented Students Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2022-2023: The gifted student will show a 4 point increase in scale scores from 782.28 in 2022 to 786.28 in 2023 state assessment data.

2023-2024: The gifted student will show a 4 point increase in scale scores from 2023 786.28 to a 790.28 in 2024 state assessment data.

INTERIM MEASURES FOR 2022-2023: Renaissance STAR Testing-Standardized Testing and Reporting. North Conejos School District uses STAR Math and STAR Language benchmarks three times per year as interim measures.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: The gifted student will show a 4-point increase in scale scores from 779.31 in 2022 to 783.31 in 2023 state assessment data.

2023-2024: The gifted student will show a 4-point increase in scale scores from 2023 783.31 to 787.31 in 2024 state assessment data.

INTERIM MEASURES FOR 2022-2023: Renaissance STAR Testing-Standardized Testing and Reporting. North Conejos School District uses STAR Math and STAR Language benchmarks three times per year as interim measures.



Priority Performance Challenge : Writing Sub Content Standards



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: ELA

**ANNUAL
PERFORMANCE
TARGETS**

2022-2023: Reduce District 15% difference in Writing and Reading Subcontent Standards in grades 3rd -8th

2023-2024: Reduce District 10% difference in Writing and Reading Subcontent Standards in grades 3rd -8th

INTERIM MEASURES FOR 2022-2023: STAR Moby MAX, Dream Box