COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC REVIEWED
03/22/2024 for 2024-2025

Executive Summary

School Information

School Name	Grades Served	Phone
Risley International Academy of Innovation		7195497440

District Name	Principal	Website
Pueblo City 60	JANELLE MANES	

Description

Risley International Academy of Innovation is part of a proud and historic community located on the East Side of Pueblo, Colorado. In 2023-2024, Risley served 340 students, down from 2022-2023 when Risley served 395 6th-8th grade students.This was slightly down from 403 students in 2021-2022, and down from 453 students in 2020-2021. The primary demographic of the school: 76.25% are of Hispanic ethnicity; 16.72% are White; 3.52% are Black/African American; 21% are students with disabilities; 10% are English Language Learners; more than 13% of students are considered homeless, and less than 3% of students qualify for gifted services. Currently, 96.8% of students qualify for free and reduced lunch services. At the onset of the 2024-2025 school year, Risley International Academy of Innovation was identified with the Every Student Succeeds Act (ESSA) and the comprehensive support (CS) and improvement plan, based on student scores falling into the lowest 5% of Title I Schools. In 2023-2024, Risley received a plan type assignment of priority improvement; earning 40.0 points on the rubric which is 2 points below improvement status. This marks a slight increase from 2022-2023 year when Risley scored 38.1 points. This marks Risley's 11th year on the accountability clock and the school continues to be under a directed action from the State Board of Education. Initially, the state ordered Risley to engage in a full management partner but that order was modified to partial management in 2020 due to the Covid 19 pandemic. The order was most recently extended in the Fall of 2023. Currently, the Relay Graduate School of Education (GSE) serves as the partial manager for Risley and has final decision-making authority in the areas of curriculum, assessment, and professional development. Risley has also partnered with the University of Virginia's Partnership for Leaders in Education program (UVA-PLE) which they finished in 2023. Risley currently partners with 2Partner Math for support, coaching, and instructional planning and a similar consultancy partnership with Attuned Education Partners for English Language Arts. Risley also continues as an Innovation School, which provides some flexibility in terms of staffing, scheduling, etc. In the Spring of 2024, Risley was also awarded a Magnet School Grant in which the 2024-2025 school year is a planning year. The 2024 School Performance Framework achievement data suggests a lack of equitable rigor for ALL students in the Common Core Standards. Risley data shows that English Language Learners, Free/ Reduced Lunch Eligible, Minority students and students with disabilities are not achieving grade level standards in all content areas. Student academic growth is Approaching Expectations in ELA and Math for all subgroups of students except for multilingual learners where growth rates meet expectations in English Language Arts and does not meet growth expectations in Math. The ongoing challenge of teacher recruitment and retention across the State is magnified at Risley and continues to be a significant barrier towards school transformation and improvement. Similar to many schools across the State, an ongoing challenge for Risley has been high numbers of teachers resigning or transferring out. There is a stable group of Risley staff that includes six teachers and is the core of stakeholders who partnered in the development of the ESSA school's improvement plan. For the first time in many years, Risley is starting the 2024-2025 school year with only one teacher vacancy which is at the 7th grade Social Studies level. Due to the shift to a Humanities approach, 7th grade students are still receiving some social studies instruction within the humanities course and the position remains posted. Risley's administration team of one principal and two assistant principals has shifted for the first time after four years, bringing in a former Risley Assistant Principal to join the team on a 110, replacing one of the Assistant Principals who left at the end of the 2023-2024 school year. Most of Risley's leadership team, Relay Coach, and 2Partner Math Coach have remained consistent. To build their leadership capacity, two members of the Risley leadership team have completed RELAY National Principal Fellowship Association training. This training focuses on developing systems for a strong school culture, observation feedback

coaching, and ongoing data analysis processes focused on improving teacher practice with Data Driven instruction. All of these practices are currently in place for both Math and Humanities teams. Risley also adopted NWEA Maps testing as a diagnostic assessment and will use curriculum-based assessments to measure achievement. The Boys and Girls Club (BGC) works closely with Risley's leadership team to support students academically as well as socially and emotionally. They are in their 7th year at Risley and focus on 21st-century skills, academic support, enrichment, and family engagement. The BGC is free for Risley students to attend and offers courses immediately following the school day until 7:30 PM Monday through Thursday and from 8:30 to 5:30 on Fridays. Along with academic support and hands-on learning, students have access to meals and individualized tutoring. School staff works with BGC staff to ensure that programs align with current grade-level expectations and learning. Risley has a quality core academic curriculum for Math, ELA, Humanities, Social Studies, and Science. The following are the core academic curriculum: ELA: Wit & Wisdom was implemented in mid-September for 6-8th grade. This is a shift from the district-adopted curriculum and was approved through the Innovation process and with Relay's external management support. Resources were purchased for both online access and hard copy student and teacher editions and teachers and leaders attended in-person site visits and professional development to strengthen their skills. Humanities: Wit and Wisdom curriculum resources and a custom scope and sequences are being used to support a humanities approach at the 7th and 8th grade levels. Novels and lessons were chosen strategically to support the integration of both ELA and SS standards. Ongoing coaching support and professional development is provided by Attuned and Relay. Math: Continued curriculum: Carnegie Math was adopted by all middle schools. The district provides curriculum support and training. In addition to district support, 2Partner Math provides additional PD related the new curriculum and on-site coaching. Science: McGraw Hill- Inspire Science- District adopted Science curriculum aligned to NGSS standards with an online component for students and ongoing, hands-on, lab options. SS: A new Social Studies curriculum was purchased and rolled out last year. McGraw Hill Cengage textbooks were purchased for all students and professional development was provided during the initial rollout. Risley students complete a range of assessments throughout the year for various purposes. Along with the required state assessments: CMAS, ACCESS, and Colorado Alternative Assessment (COALT), students use NWEA to determine Intervention status and progress as well as to track skills and growth. Tracking student data on NWEA, assessments, and daily exit tickets allows Risley to provide improvement interventions and strategies that are connected to the students' needs that address ESSA support and improvement. Curriculum based interim assessments are taken three to four times a year and scores are analyzed by grade-level teams in PLC data meetings and test examples are used to support content area classes. The purpose of this Unified Improvement Plan (UIP) is to create an alignment with the ESSA continuous improvement cycle based on student data. This UIP was written as a collaborative effort with the Risley Administrative Team, Relay, 2Partner, and teachers with ongoing input from the Building Leadership Team (BLT) and families. The BLT meets monthly and consists of all school leaders, content lead teachers, and the instructional coach. PLC time is used to complete grade-level data analysis of all assessments and help create academic goals for core content areas. Knowledge of the assessments, student achievement at grade levels, and the school history enables the team to create academic goals based on trend analysis. Teachers understanding of the past year's academic targets allows them to ask and answer questions regarding goals, root causes and performance challenges. Time for feedback from all members is provided during these meetings. Parents are presented with an overview of Risley's UIP during the annual Open House and all parent nights and can provide input at those times. Parents are also invited to be part of the School Accountability Committee where they also review data, Risley's UIP, and 90-Day Plan, and provide feedback. Along with the internal school leadership work, Risley is supported by the district through district UIP training and input on the UIP content. The district received the EASI Grant to support schools like Risley that are identified via ESSA. Following the State Board directive, the grant provided an opportunity to bring in the external management partner to support Risley International. The school is also identified as Title I and receives funding that provides additional staffing, support materials for Math, ELA, a Humanities curriculum, professional development, and stipends for additional responsibilities related to instruction. Course-Taking Requirements: To ensure the best possible education for Risley students, the leadership team (team leads, administration, and counselors) reviews all courses taken by students based on the requirements, electives, and intervention needs of each student. For the 2024-2025 school year, all students take a Competitive Academics class in addition to the required core content classes. Students in Competitive Academics classes will be assessed multiple times throughout the year, using IXL, to determine growth and achievement.
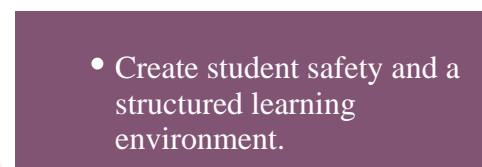
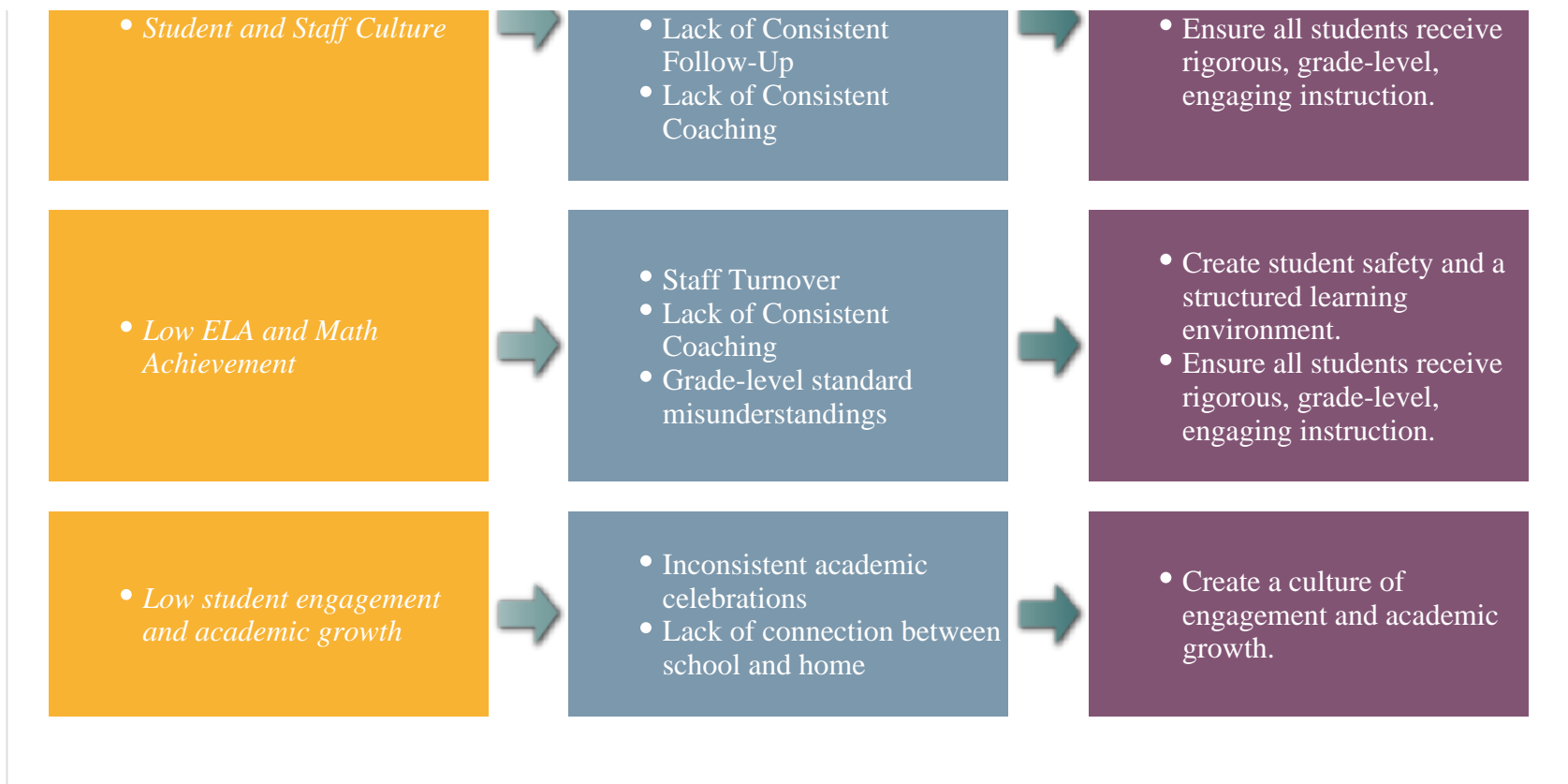## Relationship of UIP Elements

Student Performance Priorities	Root Cause	Major Improvement Strategies
	• Staff Turnover	• Create student safety and a structured learning environment.

• *Student and Staff Culture*	• Lack of Consistent Follow-Up • Lack of Consistent Coaching	• Ensure all students receive rigorous, grade-level, engaging instruction.
• *Low ELA and Math Achievement*	• Staff Turnover • Lack of Consistent Coaching • Grade-level standard misunderstandings	• Create student safety and a structured learning environment. • Ensure all students receive rigorous, grade-level, engaging instruction.
• *Low student engagement and academic growth*	• Inconsistent academic celebrations • Lack of connection between school and home	• Create a culture of engagement and academic growth.

Student Performance Priorities

Student Performance Priority Summary

The evidence that supports the selection of the above Student Performance Priorities can be found in the school's teacher retention data, behavior referral and suspension data, achievement and growth data, and attendance data.

Teacher Retention Data: In the previous years, Risley has started with a majority of new teachers and multiple vacancies. Through teacher surveys, one-on-one meetings, and classroom observations, a need for clear, consistent expectations to be rolled out was evident. This included creating structured learning environments through consistent routines and procedures that align with creating safety for students and staff.

Behavior Referral and Suspension Data: During the 2022-2023 school year, Risley had a total of 725 behavior referrals and 355 suspensions (in school and out of school). Many routines and procedures were put in place to address these concerns and in 2023-2024, Risley had a total of 348 behavior referrals and 203 suspensions (in school and out of school). This showed a large decrease in both behavior referrals and suspensions, however, the team was able to identify gaps and create clear expectations in problem areas with the hope of decreasing these numbers even further for the 2024-2025 school year.

Achievement and Growth Data: The school performance framework shows that RIsley continues to not meet achievement expectations as a whole or in any subgroup. RIsley's mean scale score for all students was 720.5 in ELA, down 4.4 points from the 15th percentile, 707.2 in Math, down 9.3 points from the 15th percentile, and 705.8 in Science, down 8.4 points from the 15th percentile. Risley also does not meet growth expectations for multilingual learners in Math and only approached growth expectations for all other subgroups in both Math and ELA except for multilingual learners in ELA where they meet growth expectations.

Attendance Data: Risley's attendance rate for the 2023-2024 school year was 85.3% with a chronic absenteeism rate of 63.6%. This data shows a need not only to increase the overall attendance rate but also to decrease the chronic absenteeism rate so that students are in school and can participate in instruction.

Student Performance Priority: Student and Staff Culture

Student Performance Priority Category

School/District Culture

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

All Grades Served

What is the current performance of this Student Performance Priority?

348 Behavior Referrals and 205 Suspensions (in school and out of school)

What is the end of 2025-26 school year (2 year) measure and target?

>300 Behavior Referrals and >170 Suspensions (in school and out of school)

What is the end of 2024-25 school year (1 year) measure and target?

>325 Behavior Referrals and >185 Suspensions (in school and out of school)

Interim Measure and Target?	Measurement Dates
Weekly Monitoring of behavior referrals and suspensions	12 / 20 / 2024

What is the current performance of this Student Performance Priority?

54.82% Chronic absinteeism for the 2023-2024 school year

What is the end of 2025-26 school year (2 year) measure and target?

Reduce chronic absinteeism rate to 30%

What is the end of 2024-25 school year (1 year) measure and target?

Reduce chronic absinteeism rate to 40%

Interim Measure and Target?	Measurement Dates
Weekly attendance monitoring	05 / 30 / 2025

Student Performance Priority: Low ELA and Math Achievement

Student Performance Priority Category

Other achievement

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

All Grades Served

What is the current performance of this Student Performance Priority?

Does not meet rating in all student groups and in all content areas

What is the end of 2025-26 school year (2 year) measure and target?

Approaching rating in all student groups and in all content areas

Interim Measure and Target?	**Measurement Dates**
Math, ELA, and Science Unit Assessment Proficiency	12 / 20 / 2024

What is the end of 2024-25 school year (1 year) measure and target?

Meets rating in all student groups and in all content areas

Student Performance Priority: Low student engagement and academic growth

Student Performance Priority Category

Student Engagement (e.g. attendance, mobility, chronic absenteeism)

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

All Grades Served

What is the current performance of this Student Performance Priority?

Approaching rating for All Students in Math and ELA (38 MGP Math and ELA)

What is the end of 2025-26 school year (2 year) measure and target?

Meets rating for All Students in Math and ELA (50+ MGP Math and ELA)

Interim Measure and Target?	**Measurement Dates**
NWEA MOY Growth of 50%+ students meeting growth goals	12 / 20 / 2024

What is the end of 2024-25 school year (1 year) measure and target?

Approaching rating for All Students in Math and ELA (45+ MGP Math and ELA)

Root Cause Analysis

Student and Staff Culture

Staff Turnover

Provide a short description of this Root Cause

Multiple new staff members are hired each year, causing the team to start from scratch with teaching routines and procedures.

Root Cause Category

Staffing

Provide a rationale for how this Root Causes was selected and verified.

The evidence that supports this root cause area is the inability to fill necessary positions including starting the 23/24 school year with 3/6 Math teachers, 1/6 ELA teachers, and 2/3 Science teachers.

Lack of Consistent Follow-Up

Provide a short description of this Root Cause

Expectations with implementing systems have been rolled out but not followed up on in a consistent manner.

Root Cause Category

Infrastructure (data, systems, identification)

Provide a rationale for how this Root Causes was selected and verified.

The evidence that supports this root cause area is based on a decrease in documented observations and feedback over the course of the school year leading to gaps not being identified and responded to in a timely manner.

Lack of Consistent Coaching

Provide a short description of this Root Cause

Risley administration and leadership have been inconsistent in coaching teachers on systems due to workload, failure to plan far in advance- frequently planning for things at the last minute, failure to communicate, struggle to keep up, and student discipline issues/major incidents.

Root Cause Category

Behavior Systems

Provide a rationale for how this Root Causes was selected and verified.

The evidence that supports this root cause area is a decrease in preventative coaching processes and an increase in behavior incidences resulting in time being spent responding instead of preventing.

Low ELA and Math Achievement

Staff Turnover

Provide a short description of this Root Cause

Multiple new staff members are hired each year, causing the team to start from scratch with teaching routines and procedures.

Root Cause Category

Staffing

Provide a rationale for how this Root Causes was selected and verified.

The evidence that supports this root cause area is the inability to fill necessary positions including starting the 23/24 school year with 3/6 Math teachers, 1/6 ELA teachers, and 2/3 Science teachers.

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Root Cause Category

Behavior Systems

Provide a rationale for how this Root Causes was selected and verified.

The evidence that supports this root cause area is a decrease in preventative coaching processes and an increase in behavior incidences resulting in time being spent responding instead of preventing.

Grade-level standard misunderstandings

Provide a short description of this Root Cause

Teachers do not fully understand their grade-level standards and how to use them in partnership with the curriculum.

Root Cause Category

Teacher Development

Provide a rationale for how this Root Causes was selected and verified.

The evidence that supports this root cause area is teacher observations and professional development showing a lack of understanding of grade level standards and using standards to identify productive struggle, scaffolding support, and rigorous questions/assessments.

Low student engagement and academic growth

Inconsistent academic celebrations

Provide a short description of this Root Cause

Students do not always see their success and are not always celebrated for success.

Root Cause Category

Provide a rationale for how this Root Causes was selected and verified.

The evidence that supports this root cause area is a lack of focus on academic achievement and growth and instead more of a focus on recognizing students for athletics. This includes inconsistent academic goal-setting and awards ceremonies.

🌻 Lack of connection between school and home

Provide a short description of this Root Cause

Students do not see the value in what they are learning or relevant to their lives. Students often come to school with trauma and other needs that aren't being met, which makes it difficult to focus on learning. There are not many opportunities for students or families to become engaged with the school.

Root Cause Category

Student engagement systems

Provide a rationale for how this Root Causes was selected and verified.

The evidence that supports this root cause area is a lack of consistent attendance, minimal after-school club and tutoring options, and minimal opportunities for families to be involved in their student's learning.

Major Improvement Strategies

🗓 Create a culture of engagement and academic growth.

Major Improvement Strategy Category

Family and Community Engagement

Please write a description/overview of the Major Improvement Strategy.

Students attend school regularly and are actively engaged in their learning, the community, and their success. Families attend school events that are positive and productive and families feel more connected to their student's success as well as prepared to support their student as a partner with the school. This results in students being more successful academically and behaviorally. The community and school partner together to ensure support for families and students and all stakeholders work together to do what's best for each student. Teachers plan lessons that are meaningful and engaging and at a level that challenges students and allows students to be involved in their learning. Classrooms are full of happy students who are engaged in their learning and proud of the work they are doing as well as teachers who act as facilitators to guide student learning and create a culture of growth. Many opportunities are offered for students to engage outside of the classroom setting in ways that allow students to find their passion and make connections to the school, peers, and community. Families have many opportunities to engage with the school and their student's success and the school supports families in this work. School staff works together in a manner that is productive, solution-oriented, and focused on ensuring the success of each student. Expectations are clear and leadership guides teachers in work that is meaningful as well as holds them accountable to this work. Students are provided individualized support based on individual needs and challenged in a manner that allows them to be successful. School staff always does what is best for students, no matter what it takes. School staff also engages in genuine and meaningful relationship building, including staff to students, staff to staff, and staff to leaders beyond PD, PLCs, meetings, etc which provides opportunities for modeling how to support and take care of each other, resulting in higher staff retention and happier staff.

What Root Causes does this Major Improvement Strategy address?

- Inconsistent academic celebrations

- Lack of connection between school and home

Describe the evidence/research that supports this Major Improvement Strategy.

Student attendance was near 80% each month of the year and attendance for afterschool events and clubs was minimal. Families who were involved in the school were involved mostly because of behavior or attendance concerns, and not necessarily as a partner with the school. Families who were more actively involved as a partner in their student's education resulted in more success for the student academically and behaviorally. Community engagement was minimal on a regular basis and community supports were not frequently utilized to offer support or opportunities to students and/or families. Teachers plan lessons based on the curriculum, however, many teachers prioritize compliance over engagement and students quickly become disconnected from learning. There is not a clear connection between what students are learning and why that learning is important. Opportunities offered for students to be engaged beyond the regular school day are not inclusive for all students or do not provide opportunities for students to find their passion or connection to the school and community. Family engagement activities are planned more for compliance with meeting requirements than to actually engage with families in a manner that connects them to student success. School staff does not always engage with each other or activities in a manner that is productive, solution-oriented, and focused. School leaders do not always make expectations clear or provide teachers with information that makes the work meaningful and valuable enough for staff to follow through with. Students are not always provided with the support (and challenges - see Hammond) they need to be successful. School staff is not always willing to do whatever it takes to ensure that students are engaged and successful.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title I

Create student safety and a structured learning environment.

Major Improvement Strategy Category

School or District Climate and Culture

Please write a description/overview of the Major Improvement Strategy.

In order to ensure students are ready for grade level, rigorous, engaging instruction, teachers and other adults create and adhere to the agreed-upon routines, procedures, and systems for ensuring students recognize and feel they are in a safe, structured environment where they are supported and valued. Clear systems are consistently adhered to by all adults, creating the environment we need for students to thrive academically. The administration holds themselves and each other accountable for modeling and conveying high expectations for ourselves, each other, and our students. All staff members respectfully hold themselves and each other accountable to school expectations and agreed-upon best practices for our students. As a staff, we believe that every moment matters with students, including academics, culture, family, and community so we purposefully create moments to ensure students have the best possible experience as a Risley Bear. All members of the Risley community feel loved for, cared for, valued, and believed in. Finally, Admin and staff hold high expectations of themselves for engagement, professional learning, and use of embedded systems. Our priority is to ensure all teachers deeply internalize all the school-wide agreed-upon systems, understand WHY systems and structure are crucial to student achievement, use each system with fidelity, and receive coaching feedback if or when a system shows gaps.

What Root Causes does this Major Improvement Strategy address?

- Staff Turnover

- Lack of Consistent Follow-Up

- Lack of Consistent Coaching

Describe the evidence/research that supports this Major Improvement Strategy.

Historically, there have been gaps in all adults holding themselves, each other, and all students accountable due to inexperience or lack of investment. There has also been a lack of consistency and follow-up from administrators when new systems are rolled out and not all teachers are observed, given feedback, coached on these systems, and followed up with. Not all staff members understand the "why" behind these systems and therefore, don't see the importance of consistently implementing these systems. There have also been frequent changes within the school which include changes in staff, schedules, classroom locations, and systems, which has caused the school to change systems multiple times, and not all new systems have been rolled out in a meaningful manner.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title I

 Create student safety and a structured learning environment.

Major Improvement Strategy Category

School or District Climate and Culture

Please write a description/overview of the Major Improvement Strategy.

In order to ensure students are ready for grade level, rigorous, engaging instruction, teachers and other adults create and adhere to the agreed-upon routines, procedures, and systems for ensuring students recognize and feel they are in a safe, structured environment where they are supported and valued. Clear systems are consistently adhered to by all adults, creating the environment we need for students to thrive academically. The administration holds themselves and each other accountable for modeling and conveying high expectations for ourselves, each other, and our students. All staff members respectfully hold themselves and each other accountable to school expectations and agreed-upon best practices for our students. As a staff, we believe that every moment matters with students, including academics, culture, family, and community so we purposefully create moments to ensure students have the best possible experience as a Risley Bear. All members of the Risley community feel loved for, cared for, valued, and believed in. Finally, Admin and staff hold high expectations of themselves for engagement, professional learning, and use of embedded systems. Our priority is to ensure all teachers deeply internalize all the school-wide agreed-upon systems, understand WHY systems and structure are crucial to student achievement, use each system with fidelity, and receive coaching feedback if or when a system shows gaps.

What Root Causes does this Major Improvement Strategy address?

- Staff Turnover

- Lack of Consistent Follow-Up

- Lack of Consistent Coaching

Describe the evidence/research that supports this Major Improvement Strategy.

Historically, there have been gaps in all adults holding themselves, each other, and all students accountable due to inexperience or lack of investment. There has also been a lack of consistency and follow-up from administrators when new systems are rolled out and not all teachers are observed, given feedback, coached on these systems, and followed up with. Not all staff members understand the "why" behind these systems and therefore, don't see the importance of consistently implementing these systems. There have also been frequent changes within the school which include changes in staff, schedules, classroom locations, and systems, which has caused the school to change systems multiple times, and not all new systems have been rolled out in a meaningful manner.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title I

🗓️ Ensure all students receive rigorous, grade-level, engaging instruction.

Major Improvement Strategy Category

Research-based Instructional Practices

Please write a description/overview of the Major Improvement Strategy.

School leaders and coaches spend time: Monitoring teacher mindsets to support when challenges arise Plan and internalize curriculum and lessons with teachers. New teachers have a clear structure for internalizing and planning their lessons while veteran teachers spend time deeply internalizing curriculum and assessment. Supporting teacher actions both in lesson facilitation and in relationship building and creating the systems and structures that set a foundation for learning. This happens through ongoing coaching and feedback cycles. Monitoring student experiences through observation, individual conversations with students, and gathering student feedback as needed and appropriate. A shared understanding of the Vision and Core Values has been established and a shift to rigorous, grade-level, and engaging instruction is supported. Leaders and coaches are not pulled away from the day-to-day coaching, planning, and observations by gaps in student culture. Student achievement is moved forward, and leaders and coaches prioritize teacher coaching and support, and use this as a key equity lever. The school leadership team prioritizes the work of coaching teachers to provide students with engaging, rigorous instruction. Teachers recognize the value of PLCs, lesson internalization, deep planning, how to use formative assessment data to inform instruction, and create classrooms where learning happens daily and students show academic growth as measured by: NWEA, student feedback, and, ultimately, CMAS. Humanities lesson plans are followed with fidelity and common instructional routines are used throughout the school. Student data is collected and reviewed continuously through daily aggressive monitoring, interim assessments, and end of module/unit assessments. This data is then acted upon to reteach gaps and improve student achievement.

What Root Causes does this Major Improvement Strategy address?

- Staff Turnover

- Lack of Consistent Coaching

- Grade-level standard misunderstandings

Describe the evidence/research that supports this Major Improvement Strategy.

Classroom walkthroughs show evidence of teachers using district curriculum on a consistent basis, however, the material being taught is not consistently rigorous and/or engaging. Many students are not performing at grade level, therefore, many teachers modify assignments in a manner that does not require students to meet the level of current grade-level standards. Risley has a significant number of teachers who are brand new and learning how to teach for the first time, causing a large focus to be on compliance with student behaviors and following lessons. Risley also started last year with only 1 ELA teacher a 3 Math teachers compared to 6 on each team in previous years. This resulted in core Math class time being cut significantly (2/60 min/week) and a lack of ELA instruction at the 7th and 8th grade levels to start the year. Blueprint virtual Math tutors were brought in and in person tutors were hired to support Blueprint, which assisted in filling in math gaps but caused a lengthy learning curve and wasted instructional time. In ELA, a move was made to a Humanities approach at 7th and 8th grade and a new curriculum was adopted to support this approach. New teachers were also brought in, however, this also resulted in a delay in rolling out strong ELA instruction and many instructional hours were wasted.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Title I

Assurances & Requirements

Requirement	Meets expectations for	Agreement
The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	ALL	✔ I agree
The plan was developed in partnership with stakeholders, including principals and other school leaders, teachers, parents and the school accountability Committee. If all stakeholders have not been included, provide a plan in the data narrative for engagement with each group.	Federal Identification	☐ I agree
Stakeholders were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.	Federal Identification	☐ I agree
Theschool will involve stakeholders -- at a minimum theSAC -- in progress monitoring the implementation of the plan throughout the school year.	ALL	✔ I agree
Written notice of the initial plan type was shared with families within 30 calendar days of identification. The SAC met to provide input on the improvement plan prior to the public hearing. A public hearing was held at least 30 calendar days after the date on which the district provided the written notice. The local board reviewed and adopted the plan.	State Identification	✔ I agree
The UIP must address assurances, targets, and strategies that respond to the needs of students below grade level or struggling in mathematics. Find CDE programs and professional development to support identified strategies on the Math: https://www.cde.state.co.us/comath/improvingmathoutcomes	Math Acceleration	✔ I agree
Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).	Improvement, Priority Improvement and Turnaround Plans	✔ I agree

Assurances Explanation if not selected (Optional)

The local board has not yet reviewed and adopted the plan, however, a date is set for October 10th to meet this assurance.