



# Colorado's Unified Improvement Plan for Schools

Midland Elementary School UIP 2020-21 | School: Midland Elementary School | District: Colorado Springs 11 | Org ID: 1010 | School ID: 5878 |  
Framework: Turnaround Plan: Meets 95% Participation | Draft UIP

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## Executive Summary

If we...

### MIDLAND WILL ADDRESS THE SOCIAL AND EMOTIONAL WELLNESS OF OUR SCHOOL COMMUNITY

**Description:**

Midland's student attendance rate will reach 95% or greater. 100% of teachers will submit evidence of whole class communication each month from September-May. Capturing Kids' Hearts EXCEL model will be fully implemented across the school (classrooms, meetings, etc.). School wide behavior expectations will be fully implemented.



### MIDLAND WILL IMPROVE THE QUALITY OF MATH INSTRUCTION.

**Description:**

100% of teachers will align instruction to learning objectives and success criteria as evidenced by lesson plans and walkthroughs. 80% of students will be able to articulate learning objectives as evidenced by walkthroughs. 80% of students will demonstrate mastery of the success criteria as evidenced by formative assessments. The average score of all students including gifted students on the Aligned District Benchmark will meet or exceed the district average.



## **BUILD A CULTURE OF STRONG LITERACY PEDAGOGY TO ADDRESS STUDENT NEEDS**

### **Description:**

100% of students will make above to well above average progress moving students into benchmark and/or maintaining benchmark according to DIBELS quintile report. The average score of all students including gifted students tested on the Aligned District Benchmark end of year assessment will meet or exceed the district average. All teachers will utilize a 90-minute literacy block which will include whole group and small group instruction every day as evidence by lesson plans and walkthroughs.



## **Then we will address...**

### **LACK OF A SCHOOL-WIDE SYSTEM TO ESTABLISH POSITIVE STUDENT CULTURE.**

#### **Description:**

According to Midland's 5E's data, teachers do not view parents as partners in improving student learning and teachers are not deeply committed to the school. Systematic approaches to engaging stakeholders is lacking and inconsistent implementation of Positive Behavior Interventions and Support is evident.



### **LACK OF UNIVERSAL INSTRUCTION ALIGNED TO FIVE COMPONENTS OF LITERACY.**

#### **Description:**

In order to promote maximum student achievement in literacy, universal instruction must be consistently aligned to the five components of literacy. We have not had consistent expectations on quality literacy instruction, nor have there been systems in place to hold teachers accountable for meeting those expectations. Teacher training is consistently not transferring to practice in the classroom.



### **LACK OF QUALITY MATH INSTRUCTION.**

**Description:**

Although our focus was on math during PLCs during the 2019-2020 school year, there was not clear evidence that the transfer was happening into the classroom.



**Then we will change current trends for students**

**ACADEMIC GROWTH AND ACHIEVEMENT ELA**

**Description:**

In the past three years, ALL STUDENTS have moved from 33 to 43.5 to 23 Median Growth Percentile as measured by the School CMAS Academic Growth Report in ELA. Academic Achievement: In the past three years, ALL STUDENTS have moved from 723.1 to 728.8 to 716.1 Mean Scale Score as measured by the School CMAS Academic Achievement Report in English Language Arts. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**CLIMATE AND CULTURE**

**Description:**

In the past three years, ATTENDANCE RATES have moved from 96% to 93.5% to 91% for ALL STUDENTS. For the incomplete school year 2019-2020 90.28%.



**ACADEMIC GROWTH AND ACHIEVEMENT-MATH**

**Description:**

In the past three years, ALL STUDENTS have moved from 734.3 to 727.0 to 711.2 Mean Scale Score as measured by the School CMAS Academic Achievement Report in Math. In the past three years, ALL STUDENTS have moved from 38 to 39 to 32 Median Growth Percentile as measured by the School CMAS Academic Growth Report in Math. CMAS and SPF data for 2020 is not available, due to the global pandemic.



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

**Improvement Plan Information**

## Additional Information about the school

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### School Contact Information

**Name:** Karen Newton

**Title:** Principal

**Mailing Street:** 2110 W. Broadway St.

**Mailing City / State/ Zip Code:** Colorado Springs Colorado 80904

**Phone:**(719) 328-4502

**Email:** karen.newton@d11.org

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## Narrative on Data Analysis and Root Cause Identification

### Description of School Setting and Process for Data Analysis

Midland International Elementary School is one of the oldest schools in D-11, established in 1889 to meet the growing needs of the city. Located on the farthest western boundaries of the district, Midland is a Title I elementary school with approximately 150 students K-5. Midland Elementary has a diverse population: 47.4% White, 38.3% Hispanic, 6.49% Black, 1.3% Asian, and 6.49% identifying as two or more races. Special populations encompass: 11.69% English Language Learners, 2.6% Gifted and Talented, 14.28% Special Education, and 71.89% qualify for free or reduced meals. Attendance rates have been declining slowly and the mobility rate for Midland has been increasing.

Midland International is no longer designated as an International Baccalaureate (IB) school. The new academic structure for Midland was required in order for our team to fully focus on our work with the Early Literacy and the Connect for Success grants.

The UIP is developed by the Building Leadership Team and our School Accountability Committee. With input from all stakeholders, we analyze state assessment data, along with local data to develop goals based on that data.

The parents/guardians of all students who enroll in District 11 fill out enrollment paperwork that includes questions about the family's living situation. If parents/guardians indicate that they are living in a potentially McKinney-Vento eligible situation, an enrollment follow-up letter is given to the family to gather further information. Both the enrollment form and the follow-up letter are faxed to the Title I office for a determination of McKinney-Vento status. Schools are notified either way (eligible or not eligible). In the event that a family becomes eligible for McKinney-Vento during the school year, school secretaries/data processors/registrars/liaisons are trained to inform parents/guardians of their right to remain at that school, regardless of where the family is currently living, with district-provided transportation, if the residence is outside the school of origin's attendance areas or in a transported zone.

Elementary students are scheduled into a homeroom class where all core subject areas are taught. Teachers may flexibly group students according to academic need, and some groups may receive small group instruction with another teacher either within the grade level or across grade level. Students who are identified as performing below grade level may receive supplemental small group reading or math instruction in addition to the classroom instruction. Likewise, students who are identified as gifted and talented may receive additional enrichment opportunities within or outside of the homeroom classroom. This year, all students are scheduled to participate in

specials classes such as vocal music, PE, Spanish, and art. Parents may choose to have their 4<sup>th</sup> or 5<sup>th</sup> grade students participate in instrumental music instruction within the school day.

This year, Midland is working with School District 11's EMPOWER team. EMPOWER will support Turnaround efforts related to our major improvement strategies through financial resources, coaching support and guidance from the School Improvement Specialist. Each week, the principal will meet with the EMPOWER coach to develop a plan for support for the following week. The principal will meet with the School Improvement Specialist once a month to review progress on the EMPOWER plan. Extra pay will be available to teachers who utilize support and plan outside of contract time.

Midland has been provided support from School District 11's Math Facilitator. The focus has been on standards, learning objectives and success criteria. This work will continue with an additional focus utilization of ST Math, a visual math program that builds conceptual understanding of math through creative problem solving in a non-linguistic way.

Midland will also continue their work with the Early Literacy Grant. The Early Literacy Grant (ELG) is supporting Midland in developing a comprehensive approach to improving early literacy. The grant provided professional development, coaching, and support with targeted and intensive instructional interventions.

Another major improvement strategy that will continue at Midland is culture. Midland must continue to work at addressing the social and emotional wellness of the school community and create a school-wide system that supports teaching and learning.

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## Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).**

Academic Growth ELA: Due to the global pandemic, there are no Colorado Measures of Academic Success (CMAS) results to verify if the school met the proposed target. The building leadership team believes the school needs more time to improve outcomes for students. The district assessment, Galileo K12 quarterly benchmark assessment, does not show an improvement from quarter 1 to quarter 3 in English Language Arts.

Academic Growth Math: Due to the global pandemic there are no Colorado Measures of Academic Success results to verify if the school met the proposed target. The building leadership team believes the school needs more time to improve outcomes for students. The district assessment, Galileo K12 quarterly benchmark assessment, does not show an improvement from quarter 1 to quarter 3 in Math.

Social and emotional wellness of students and families: The school leadership team reports that Capturing Kids Hearts school-wide implementation has begun to improve classroom behavior. Positive Behavior Intervention and Supports has begun to be reintroduced.

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

In order to promote maximum student achievement in literacy, universal instruction must be consistently aligned to the five components of literacy. Midland will continue their work on the Early Literacy Grant and all K-3 teachers will complete the LTRS training to improve their knowledge of teaching reading. The coach from the Early Literacy Grant, the Teaching and Learning Coach, the Principal, the School Improvement Specialist and the Empower team coach will support teachers in transferring their knowledge into best practices in the classroom. The school will also provide targeted tier 2 and tier 3 intervention to the students not showing adequate progress.

Although Midland worked with the District Math Facilitator, district assessments did not show growth for 2019-2020. Midland will continue it's focus on math instructional practices in Professional Learning Communities and will also be using ST Math with fidelity. Midland will seek continued support from the District in coaching teachers to more effective math instruction.

Midland will continue to support staff in the implementation of Capturing Kids Hearts. A Dean of Students will support the Principal in creating a more robust school-wide behavior system and implementing more restorative practices. Student attendance will be monitored and the Dean will facilitate an attendance team to identify students and families for support.

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## Current Performance

- During the 2018-2019 school year, Midland Elementary's plan type went from Improvement status at 50.8 points to Turnaround status at 25 points. The points earned for Academic Achievement decreased from 20.0 to 10.0. The points for Academic Growth decreased from 30.8 to 15. In the area of Academic Achievement, we are 'Does Not Meet' in all areas. In 2019-2020 Midland began implementing three priority improvement strategies. Teacher began explicitly teaching the 5 components of literacy, implementing the Capturing Kids Hearts EXCEL model, using Tier 1 intervention in the classroom and they worked with the District Math facilitator and began aligning instruction and assessments in Math. In May 2020, the building leadership team came together virtually to work together on root cause analysis for the 2020-2021 USIP. The leadership team used multiple sources of local data including staff input from the end of quarter data collaboration days. The team felt the three identified root causes had not yet been eliminated. Work began on an action plan for improvement strategies,

professional learning and monitoring. These root causes were shared with the School Accountability Committee and staff at May virtual meetings. In July of 2020, the building leadership team worked together again to review Midland student data and continue action planning for the 2020-2021 school year. The action plan was modified.

In September of 2020, the Midland Elementary School Accountability Committee will review the USIP draft, root causes, and preliminary action plan. A larger public meeting will be held in October to review the School Performance Framework, USIP, and Title 1 School-wide plan. Input from parents at this meeting will be taken into consideration.

Midland Elementary strives to be a highly effective and results-oriented school where strategic planning marks the road to success. On-going assessments, progress monitoring, and data driven instruction need to be strengthened to ensure that all students receive instruction based on their needs. Additional academic student supports will continue to be provided before, during, and after school. PLC's will continue to be focused on curriculum, assessment data, and the cycle of teaching and learning.

Midland Elementary will no longer be an International Baccalaureate School. This will allow teachers to focus solely on the District Aligned curriculum and their instructional practice.

The Colorado READ Act requires that all K-3 reading teachers show evidence of training in the science of Reading. Midland currently has 23% of their K-3 Reading teachers fulfilling this requirement. West will have 100% of required teachers meeting the requirement by Fall 2021. The READ Act requires teachers to assess the literacy development of K-3 students in the areas of phonemic awareness; phonics; vocabulary development; and reading fluency, which includes mastery of oral skills and reading comprehension. The READ Act requires the creation and implementation of an individual intervention plan, called a READ plan, for students identified with a significant reading deficiency. The effectiveness of the intervention strategies is progress monitored and each READ plan is tailored to meet the individual needs of each student. The number of students K-3 that bench-marked in the Well Below Grade Level area in Fall of 2019 was 49 and by Winter of 2019-2020 46 students scored in the Well Below Grade Level. This is a 1% decrease. Daily interventions using research-based strategies were provided to all students on READ Plans. The percentage of students who met or exceeded benchmark scores on the DIBELS Next Composite for 2019-2020 Middle of Year Benchmark was 51.4. Student intervention and tutoring were interrupted on March 13, 2020 due to Covid-19 and the global pandemic. Informal support was offered through distance learning platforms and appropriate practice materials for the remainder of the Spring quarter. Formal intervention cycles resumed in fall 2020.

Early Childhood Requirement:

Within the District 11 boundaries, there are 53 preschool, Head Start, private for-profit and private not-for-profit and religiously based early childhood

programs. These programs are in Colorado Shines, but because participation is not required past Level 1 (state licensure), a rating of 1 does not necessarily mean the program is of low quality; it could mean that the program simply does not input data into the Colorado Shines system.

Title I School	Preschools within 1 mile radius	Quality* preschool within 1 mile radius
Midland	3	1

\*Quality = a rating of 4 or 5 by Colorado Shines

We know which kindergarten aged students attended D11 preschool programs and for how many years, but we have not gathered that information for all kindergarten students. Midland does not currently have an in-house preschool.

The Alliance for Kids is El Paso County’s early childhood council. The Early Childhood trainer for preschools is the District 11 representative on the council. We know which teachers have what credentials in all cases, but there has never been a correlation among credentials, teacher effectiveness ratings and student outcomes.

In terms of professional development, the Early Childhood office provides 18 hours per year of PD to all district and community contracted preschool providers. Topics for this year include Emotional Intelligence, Flip It behavior training, and supporting positive behavior. Topics last year include curriculum, routines and rituals, and intentional teaching. The district provides STEPs for reading classes for early childhood teachers. The district employs an Early Literacy Coach who offers PD throughout the district.

The district currently has three systematized parent engagement avenues: BOE Policy IHBJ Parent/Guardian and Family Engagement in Title I Education; Schoolwide Plans’ Parent and Stakeholder Involvement (SWP section 1); and the requires parent component for students identified as having a significant reading deficiency (SRD) and have a READ Plan.

Other district resources that are available for our community are District 11’s public Montessori School, Buena Vista Elementary. Our Adult Education program that has an infant through elementary child component and conducts home visits on a regular basis through Parents as Teachers. The Tesla Early Learning Center for teen parents in high school is available so teen parents can attend school and have their babies well taken care of. District 11 students are the first in the Pikes Peak region to all have an electronic library card through the Pikes Peak Library District.

Further information regarding Early Childhood in D11:

- D11 has been offering free full-day kindergarten since 2005.
- The district has been increasing the number of preschool classrooms steadily and now has classroom in all but three elementary schools.
- District 11 has taken over several Head Start programs. Head Start does not require the rigorous levels of educational attainment as District 11.
- Preschoolers are routinely identified through our McKinney-Vento identification process and recommended for immediate enrollment in preschool.

What we have learned through this preliminary examination of data is, while we have data, we do not have a lot of information about the relationship



between early childhood education and performance and achievement in the rest of the K-12 system. We are not yet at a place where we can definitively say whether we have a Priority Performance Challenge related to Early Childhood or not. With that said, there are several things being put into place to assist with conversion of data to information and to assist with a continuing Early Childhood focus.

We are exploring the possibility of conducting a district-wide survey of kindergarten parents to determine if their kindergarten students went to preschool, if so where, and if so for how many years. Over time, this data could reveal patterns useful for decision-making. District 11 is also blueprinting a K-3 Literacy Academy to, eventually, train all K-3 teachers in early literacy strategies (who do not already meet the requirements). We will be monitoring the recommendations of the Dyslexia Committee at the state level. We also realize there is a need to increase effective transition strategies for preschool to kindergarten.

#### Parent Engagement:

Parent involvement in Title I schools is a challenge for a variety of reasons: some parents work multiple jobs and therefore have limited time to dedicate to school groups and committees; language barriers are often present in immigrant families and second language learner students, often accompanied by a fear of "the system" by those parents who may be undocumented; a lack of understanding of the importance of parental involvement in students' educations and the positive impact on student academic achievement, behavior and attendance that accompanies parental involvement; a belief that school and parenting are two distinct and separate processes that should not become intertwined; and a belief by parents that school personnel are educational "experts" and that they-parents-lack the skills and knowledge to become productive participants in school processes and decision making. These reasons may be among others.

With this in mind, Midland Elementary School employs specific strategies based upon research to increase the involvement of parents, families and community in school processes and decision making by making those members of the school community and then asking for their assistance.

Principal's 2nd Cup of Coffee. These meetings are scheduled monthly to meet with parents and receive their input, feedback on the School-wide plan discuss student achievement and assessment data. These meetings may be virtual through an open Webex room depending on current COVID trends in our community.

Title 1 Family Nights. Family nights are planned to engage parents and students in activities designed to address the major improvement strategies of the USIP. (Math, Literacy and Culture) These activities may also be impacted by current COVID trends in our community.

We will provide ongoing opportunities for parents to learn about the supports that are being provided to their students. Parents will be involved in the MTSS process and will be invited to meetings when we are examining progress monitoring data as a team. This will happen every 5-6 weeks.

Additionally, we will be conducting home visits with all of our ELL families. We will be providing basic information with them about communication, attendance, and outside resources.

Attendance meetings will occur every month, after the attendance team examines monthly attendance data. We will work as a team to develop interventions for families in order to increase our attendance rates.

Parent-Teacher Conferences: During parent teacher conferences in October, Midland teachers work to ensure 100% participation. Phone calls are made to all families to schedule.

Each teacher at Midland has submitted a communication plan and will improve and maintain communication with our families.

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## Trend Analysis



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

In the past three years, Academic Achievement has moved from 56.0% to 50% to 25.0% points earned as measured by the School Performance Framework. This is a notable trend because these points resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

In the past three years, FREE/REDUCED ELIGIBLE have moved from 562.4 to 565.1 to 496.5 Mean Scale Score as measured by the School CMAS Academic Achievement Report in Science. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

In the past three years, ALL STUDENTS have moved from 564.4 to 592.9 to 524.9 Mean Scale Score as measured by the School CMAS Academic Achievement Report in Science. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

In the past three years, MINORITY STUDENTS have moved from 731.1 to 725.7 to 709.4 Mean Scale Score as measured by the School CMAS Academic Achievement Report in Math. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

In the past three years, FREE/REDUCED-PRICE LUNCH ELIGIBLE have moved from 726.6 to 720.5 to 707.8 Mean Scale Score as measured by the School CMAS Academic Achievement Report in Math. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

In the past three years, ALL STUDENTS have moved from 734.3 to 727.0 to 711.2 Mean Scale Score as measured by the School CMAS Academic Achievement Report in Math. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

In the past three years, MINORITY STUDENTS have moved from 723.6 to 729.6 to 714.3 Mean Scale Score as measured by the School CMAS Academic Achievement Report in English Language Arts. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

In the past three years, FREE/REDUCED-PRICE LUNCH ELIGIBLE have moved from 718.0 to 722.7 to 712.9 Mean Scale Score as measured by the School CMAS Academic Achievement Report in English Language Arts. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

In the past three years, ALL STUDENTS have moved from 723.1 to 728.8 to 716.1 Mean Scale Score as measured by the School CMAS Academic Achievement Report in English Language Arts. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

In the past three years, Academic Growth has moved from 38.9% to 51.3% to 25% in points earned as measured by the School Performance Framework. This is a notable trend because points earned has decreased by 26 points in one year which gives Midland a rating of 'Does Not Meet.' CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Stable then decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

In the past three years, FREE/REDUCED ELIGIBLE have moved from 46 to 47 to 31 Median Growth Percentile as measured by the School CMAS Academic Growth Report in ELA. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Stable then decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

In the past three years, ALL STUDENTS have moved from 38 to 39 to 32 Median Growth Percentile as measured by the School CMAS Academic Growth Report in Math. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

In the past three years, FREE/REDUCED ELIGIBLE have moved from 36 to 47 to 23 Median Growth Percentile as measured by the School CMAS Academic Growth Report in ELA. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

In the past three years, ALL STUDENTS have moved from 33 to 43.5 to 23 Median Growth Percentile as measured by the School CMAS Academic Growth Report in ELA. This is a notable trend because this scale score has resulted in a 'Does Not Meet' rating. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Other

ATTENDANCE RATES have been decreasing from 2017 to 2019. From 96% to 93.5% to 91% for ALL STUDENTS. The attendance rate for 2019-2020 though incomplete due to the global pandemic was 90.21%.

## Priority Performance Challenges and Root Causes



### Priority Performance Challenge: Academic Growth and Achievement ELA

In the past three years, ALL STUDENTS have moved from 33 to 43.5 to 23 Median Growth Percentile as measured by the School CMAS Academic Growth Report in ELA. Academic Achievement: In the past three years, ALL STUDENTS have moved from 723.1 to 728.8 to 716.1 Mean Scale Score as measured by the School CMAS Academic Achievement Report in English Language Arts. CMAS and SPF data for 2020 is not available, due to the global pandemic.



### Root Cause: Lack of universal instruction aligned to five components of literacy.

In order to promote maximum student achievement in literacy, universal instruction must be consistently aligned to the five components of literacy. We have not had consistent expectations on quality literacy instruction, nor have there been systems in place to hold teachers accountable for meeting those expectations. Teacher training is consistently not transferring to practice in the classroom.



### Priority Performance Challenge: Climate and Culture

In the past three years, ATTENDANCE RATES have moved from 96% to 93.5% to 91% for ALL STUDENTS. For the incomplete school year 2019-2020 90.28%.



### Root Cause: Lack of a school-wide system to establish positive student culture.

According to Midland's 5E's data, teachers do not view parents as partners in improving student learning and teachers are not deeply committed to the school. Systematic approaches to engaging stakeholders is lacking and inconsistent implementation of Positive Behavior Interventions and Support is evident.



### Priority Performance Challenge: Academic Growth and Achievement-Math

In the past three years, ALL STUDENTS have moved from 734.3 to 727.0 to 711.2 Mean Scale Score as measured by the School CMAS Academic Achievement Report in Math. In the past three years, ALL STUDENTS have moved from 38 to 39 to 32 Median Growth Percentile as measured by the School CMAS Academic Growth Report in Math. CMAS and SPF data for 2020 is not available, due to the global pandemic.



### Root Cause: Lack of quality Math instruction.

Although our focus was on math during PLCs during the 2019-2020 school year, there was not clear evidence that the transfer was happening into the classroom.

## Magnitude of Performance Challenges and Rationale for Selection:



We have selected Academic Achievement and Academic Growth for Math and ELA because they impact all students. If we are able to address these challenges, we will see gains in all other areas of our school community.

## Magnitude of Root Causes and Rationale for Selection:



Root Cause Analysis: Midland staff reviewed various data points in order to determine the root causes that impacted our overall rating. Through staff wide discussions and data protocols the root causes were identified. The team reviewed the previous SPF reports, School Growth Reports, Achievement Percentile Rank Report and local measures.

## Action Plans

### Planning Form



**Midland will address the social and emotional wellness of our school community**

**What will success look like:** Midland's student attendance rate will reach 95% or greater. 100% of teachers will submit evidence of whole class communication each month from September-May. Capturing Kids' Hearts EXCEL model will be fully implemented across the school (classrooms, meetings, etc.). School wide behavior expectations will be fully implemented.

### Associated Root Causes:



**Lack of a school-wide system to establish positive student culture.:**

According to Midland's 5E's data, teachers do not view parents as partners in improving student learning and teachers are not deeply committed to the school. Systematic approaches to engaging stakeholders is lacking and inconsistent implementation of Positive Behavior Interventions and Support is evident.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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### Midland will improve the quality of math instruction.

**What will success look like:** 100% of teachers will align instruction to learning objectives and success criteria as evidenced by lesson plans and walkthroughs. 80% of students will be able to articulate learning objectives as evidenced by walkthroughs. 80% of students will demonstrate mastery of the success criteria as evidenced by formative assessments. The average score of all students including gifted students on the Aligned District Benchmark will meet or exceed the district average.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** In mathematics, a reform process similar to what occurred in reading in the 1990s appears to be underway. Whereas math has been underresearched relative to reading, research findings are available to guide the application of RTI in mathematics. Specifically, research is available to guide the selection of adequate screening measures, selection of adequate progress-monitoring measures, development of decision criteria, and development of intervention protocols appropriate for use at all tiers of instruction.

### Associated Root Causes:



#### Lack of quality Math instruction.:

Although our focus was on math during PLCs during the 2019-2020 school year, there was not clear evidence that the transfer was happening into the classroom.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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### Build a culture of strong literacy pedagogy to address student needs



**What will success look like:** 100% of students will make above to well above average progress moving students into benchmark and/or maintaining benchmark according to DIBELS quintile report. The average score of all students including gifted students tested on the Aligned District Benchmark end of year assessment will meet or exceed the district average. All teachers will utilize a 90-minute literacy block which will include whole group and small group instruction every day as evidence by lesson plans and walkthroughs.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** The National Research Council (NRC), a group of experts convened to examine reading research and address the serious national problem of reading failure, concluded in their landmark report Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998) that most reading problems can be prevented by providing effective instruction and intervention in preschool and in the primary grades.

**Associated Root Causes:**



**Lack of universal instruction aligned to five components of literacy.:**

In order to promote maximum student achievement in literacy, universal instruction must be consistently aligned to the five components of literacy. We have not had consistent expectations on quality literacy instruction, nor have there been systems in place to hold teachers accountable for meeting those expectations. Teacher training is consistently not transferring to practice in the classroom.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status
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**School Target Setting**



**Priority Performance Challenge : Academic Growth and Achievement ELA**



**Priority Performance Challenge : Climate and Culture**



**PERFORMANCE INDICATOR:** Other

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**MEASURES / METRICS:**

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ANNUAL  
PERFORMANCE  
TARGETS

**2020-2021:** Increase attendance rate to 95% or greater.

**2021-2022:** Maintain attendance rate of 95% or greater.

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**INTERIM MEASURES FOR 2020-2021:**

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**Priority Performance Challenge : Academic Growth and Achievement-Math**

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