



Colorado's Unified Improvement Plan for Schools

Mitchell High School UIP 2020-21 | School: Mitchell High School | District: Colorado Springs 11 | Org ID: 1010 | School ID: 5948 | Framework: Priority Improvement Plan: Low Participation | Draft UIP

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Executive Summary

If we...

MIS 1 - SUPPORTIVE ENVIRONMENT FOR STUDENTS

Description:

Commit and execute our professional development initiatives on Restorative Practices (student and staff) while focusing on Connection Circles: a proactive practice within the restorative continuum. They serve as a gateway for building relationships and cultivating equity and allowing the opportunity for building connections, cultivating empathy, serving as means of mitigating challenging behavior; creating a more inclusive culture and satisfy the need for belonging.



MIS 2 - TEACHER COLLABORATION

Description:

Teacher Collaboration will be essential to increase our collective responsibility, teacher-to-teacher trust, and school commitment and ultimately increase (Tier-One Instruction) academic press and quality of student discussion.



MIS 3 - DATA-DRIVEN CULTURE

Description:

100% of all department chairs and instructional coaches will facilitate bi-weekly data analysis of student data from interim assessments, benchmarks (screeners), and PRE-AP assessments. The purpose of short (approximately 3 weeks) interim assessments is to narrow the scope of instruction, provide timely feedback to students, and create the learning opportunity for teachers to analyze what is working instructionally, and what is not.



Then we will address...

MIS 2 - LACK OF TEACHER COLLABORATION AS MEASURED BY THE 5ES SURVEY.

Description:

Teacher collaboration will be essential to increase our collective responsibility, teacher-to-teacher trust, and school commitment and ultimately increase (Tier-One Instruction) academic press and quality of student discussion.



MIS 3 - INTERIM ASSESSMENTS

Description:

Lack of PLC structures and protocols and interim assessments has led to a failure to respond to data. Therefore, there is also a failure to apply instructional best practices to improve student achievement school wide. Meeting in PLCs to analyze interim data will inform instructional practice, enabling teachers to adjust and scaffold instruction, reflect and implement adjustments to improve student performance.



MIS 1 - LACK OF A SUPPORTIVE SCHOOL ENVIRONMENT FOR STUDENTS MEASURED BY THE 5ES

Description:

Commit and execute our professional development initiatives on Restorative Practices (student and staff) while focusing on Connection Circles: a proactive practice within the restorative continuum. They serve as a gateway for building relationships, cultivating equity, promoting the opportunity for building connections, growing individual and group empathy, serving as means of mitigating dysregulated student emotions, creating a more inclusive culture and promoting the need for belonging.



Then we will change current trends for students

ACADEMIC ACHIEVEMENT

Description:

All students and all subgroups received a "DOES NOT MEET" rating in CO PSAT EBRW, Math and Science.



ACADEMIC GROWTH

Description:

While there have been some improvements in growth, all students and all subgroups are below state expectation in EBRW and Math.



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

Improvement Plan Information

Additional Information about the school

Major Improvement Strategy #1 - As students feel supported and comfortable in school there will be improved attendance metrics, suspension rates for particular incidents will decrease and academic performance will increase.

Commit and execute our professional development initiatives on Restorative Practices (student and staff) with a focus on Connection Circles: a proactive practice within the restorative continuum. The Connection Circles serve as a gateway for building relationships, cultivating equity, promoting the opportunity for building connections, growing individual and group empathy, serving as means of mitigating dysregulated student emotions, creating a more inclusive culture and promoting the need for belonging (from reSolutionaries, Inc. restorative practices training).

End of Year Goals:

- Increase "School-wide Future Orientation" measure from neutral to strong (engaging ALL students planning for life after graduation).
- Increase "Student to Teacher Trust" measure from strong to very strong.
- Increase "Safety" measure from weak to very strong (how students feel safe both in and around the school and while they travel to and from home).
- Increase "Expectations for Postsecondary Education" measure from very weak to very strong (The expectation of all students to attend college and promote college readiness).
- Reduce Chronic Absenteeism by 5% - as measured by attendance reports on a weekly schedule.
- Decrease suspensions by 10% - monitored monthly.
- Increase SAT Scores to 1000 - monitored annually.
- Increase Graduation Rates to 80% - monitored quarterly by counselors with on-track graduation audits.

Major Improvement Strategy #2 - As teachers focus on collaboration across content areas and departmental outcomes, teacher-to-teacher trust will improve. This will directly increase the collective responsibility and school performance commitment.

Teacher Collaboration will be essential to increase our collective responsibility, teacher-to-teacher trust, and school commitment and ultimately increase (Tier-One Instruction) academic press and quality of student discussion.

End of Year Goals:

- Increase Quality Professional Development from strong to very strong.
- Increase Collaborative Practices from strong to very strong.
- Increase Collective Responsibility from very weak to strong.
- Increase Teacher-to-Teacher Trust from weak to strong.
- Administer the first round of Universal Screeners assessments measured quarterly.
- ELL ACCESS assessment measured annually.
- ELA interim assessments with End of the Year Goal between 80% to 100% mastery on the PSAT and SAT skills selected - Administered on a (3 to 4 week cycle).
- Math interim assessments with End of the Year Goal between 80% to 100% mastery on the PSAT and SAT skills selected - Administered on a (3 to 4 week cycle).

Major Improvement Strategy #3 - Data and Assessments

Create a structured, data-driven culture using real-time data from interim assessments (approximately every 3 weeks) of identified skills by the teachers and their teams. The actionable data will feed our Professional Learning Communities (PLC) while driving instructional practices for improving student work and continuously refining instructional delivery to meet the needs of all students.

100% of all department chairs and instructional coaches will facilitate biweekly data analysis of student data from interim assessments, benchmarks (screeners), and PRE-AP assessments. The purpose of short (approximately 3 weeks) interim assessments is to narrow the scope of instruction, provide timely feedback to students, and create the learning opportunity for teachers to analyze what is instructionally impactful.

End of Year Goals:

- 100% of PLC teams will meet at least biweekly, utilizing Plan-Do-Study-Act (PDSA) protocols to analyze data, and respond to student learning gaps through quality instruction with evidence and progress monitored by admin team review of minutes in shared team sites.
- 100% of students will demonstrate mastery of targeted standards as a result of quality in instruction as measured by interim assessments and universal screeners.

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Mitchell High School (MHS) is located in central Colorado Springs with a 76.4 percent poverty rate, an increase 2.2 percent from the previous year. There are efforts in the community to improve and refurbish homes, all of which has had a positive impact on the school. The school leadership's focus last year was on improving the culture and climate of the school, solidifying Tier-1 instruction through Professional Learning Communities (PLCs), and providing Tier-2 and Tier-3 interventions through the Learning Center, Saturday School, and after-school tutoring.

School leadership has been analyzing the data from the 5Es survey and has change two of the three root causes. The first root cause was changed to focusing on a lack of "supportive environment" as measured by the 5Es data. The second root cause was changed to "teacher collaboration" as measured by the 5Es. There is a high degree of confidence that an increase in the 5Es measures will significantly improve student achievement and growth.

Mitchell continues to strengthen the Capturing Kids' Hearts (CKH) model, in order to develop and maintain strong relationships with stakeholders and increase leadership capacity within the school. To compliment the CKH model, we are providing professional development on Restorative Practices. We are training trainer of trainers to continue training and increase school capacity simultaneously.

Although PLC structure and protocols continued improvement during the 2019-20 school year, the impact on student achievement and growth was evident in both ELA and Math as measured by short-cycle formative assessment data. As a result of the collaborative efforts between our Math department and ANET, we were able to gather more data to inform instruction and student learning. The Assessment Department has supported Mitchell High School in developing three-week cycle formative assessments to assess deficiencies in targeted skills as determined by examining the SAT, PSAT, and CMAS data. In addition, we will administer Universal Screeners to provide baseline data to make up for the **lack of data due to the COVID-19 Global Pandemic!**

The PLCs will collect all interim assessment data to analyze student learning and teacher instruction. In order to impact student learning effectively, teachers and students must have real-time data to make the necessary instructional adjustments for improvement. The interim assessments are will be schedule on three-to-four-week cycles to maximize frequency and opportunity for improvement.

In addition, Mitchell High School will be pursuing innovation status this school year. We are working with the Network for College Success (NCS) with the University of Chicago as an external partnership. Currently, our work is focused on our Freshmen Academy Model to implement research-based practices to prevent 9th graders from falling behind and therefore, decreasing the possibilities of students becoming deficient in credits and not meeting graduation requirements.

Mitchell High School is home to one of the largest and highly recognized JROTC units in the western United States and is nationally recognized for creative competition, Slam Poetry, theater, and performing visual arts. These programs provide students with the background to pursue these pathways to excel during and beyond high school. In addition, our Construction Program is nationally recognized and is a model in the state.

There are also phenomenal opportunities like our Bio-Medical Project Lead the Way program for students that want to pursue careers in the medical field. Our Bio-Medical Team and IT teams have gone to the National Competitions. Furthermore, in order to increase the choices and variety of experiences for our students, we have added a Drone Program to our CTE pathways; we will add a Welding, HVAC, and Aviation Mechanics with the support of the district and

partnerships with local universities and colleges the next two years. Our partnership with Spartan College has been critical to pursue these opportunities with the leadership of Duane Roberson our CTE director.

Mitchell students have the opportunity to earn college credits in the high school environment. Last year, our students earned approximately four million dollars in scholarships and increased the number of students receiving financial support from 51 (from 26 the prior year) to 56. We have a full-time counselor and educational assistant dedicated to supporting our students to pursue post-secondary education opportunities. We are on our second year of the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is a seven-year grant and provides individualized services for students to increase the opportunities to attend post-secondary education.

Mitchell High School also provides comprehensive social-emotional support with a team of counselors, social workers, community liaisons, and a life coach. Our counseling team is dedicated to providing our students with the support and guidance needed to succeed academically and meet graduation requirements. CDE has recognized our counseling team for the largest FASFA increase in the state. Mitchell ICAP tasks and FASFA completions actually increased slightly during the pandemic due to our already established College and Career Readiness Course (CCRC).

Our Life-Coach provides support to 20 families with a two-year support plan and limited financial support targeted to stabilize families in crisis. Last year, our Life-Coach helped 22 families secure housing, other families with job placements, and one family with a vehicle. These resources are funded through our partnership with United Way, and UCCS (Colorado Springs Promise) and through the Seimer Foundation and Catholic Charities. Recently, we became a high-impact partner with Colorado College and have fostered a partnership with local churches to provide additional tutoring support after school and Saturdays.

In addition, we offer Tier 2 support to provide early academic interventions. For example, we offer credit recovery, on-line school, and night school in coordination with our Odyssey Early College and Career Options. In addition, we offer support for students with after-school tutoring, Saturday school, and our Learning Center. Our Learning Center has a peer-tutoring model to provide support for students during the day. They also provide support on re-takes of assessments and re-teaching of concepts.

Meeting the state's participation requirements has been a challenge. However, we are confident that we can meet this challenge with planning and support. An additional support to MHS this year, was providing Title 1 funds. To encourage students to participate in the assessments, we have met with each class to explain the importance of participation in the assessments and the possible consequences if we do not see improvement. All parents who choose to opt-out will sign the required form. Home visits will be conducted in the event the parent cannot come in personally. Communication is being done by letters, school website, school app, and our College and Career Readiness Course (CCRC).

The Unified School Improvement Plan (USIP) is developed with feedback from students, parents, and staff. The staff and administration have multiple meetings to read, discuss and provide feedback on the USIP. The School Accountability Committee (SAC) is composed of an Educational Assistant, parents, and community members. Student voice is accounted through surveys and groups, but we have not added student membership yet. We will add student membership this year. **Due to the COVID-19 Global Pandemic, we have not met in person, but we communicate through our Facebook.**

McKinney-Vento: 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 area or in a transported.

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).

Although these root-causes were not as deep and focused, all these efforts did have positive results and it was reflected in the 5Es survey. Especially with "Student-to-Teacher Trust" and "Collaborative Practices" with our staff. In addition, the focus on data and assessments yielded great results in collaboration with our Assessment Department to develop high-leverage interim assessments that provided evidence of academic improvement and growth in ELA and Math. The focus on Tier 1 instruction supported teachers and instructional coaches to engage in productive conversations about instruction during PLC and embedded professional development.

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

We have decided to review and change root-causes. Although our climate and culture root-cause was yielding results and our root-cause of Tier-One instruction was also improving instructional practices, after analyzing the 5Es survey data, we decided to use the survey's data because it seemed to be more focused adult behaviors and seem to be more comprehensive. It does not mean we are not following through on our instructional expectations, to the contrary. We are increasing our efforts to support teachers with instructional practices with instructional coaches. We manage to increase our instructional coaches from one full coach to three coaches.

In addition, for our climate and culture root-cause, we had last year, we are continuing to train our teachers on Capturing Kids' Hearts and it will be complemented by our Restorative Practices training.

Current Performance

- Areas where expectations were not met and where we would like to improve:
 - Academic Achievement
 - PSAT – Achievement levels on the PSAT were low among all groups. (EBRW/math) Our English language learners and students with disabilities scored 368/360 compare to last year, 372/373 and 326/312 compare to last year, 331/320 Mean Scale Score. Free and reduced eligible students are at 395/379 compare to last year, 398/389 and minority students at 395/ 383 compared to last year, 395/389.
 - CMAS Mean Scale Scores – ELL students **442 compared to last year, 453**, Free and Reduce eligible students **521, compared to last year, 517**, Minority students **505, compared to last year, 494** and Students with Disability **471 compared to last year, 420**.
 - Post-Secondary and Workforce Readiness (SAT Scores)
 - Achievement levels on the SAT were low among all groups. (EBRW/Math) Our English language learners and students with disabilities scored 385/**402** compared to last year, **386/403**. Free and reduced eligible students are at **435/418 compared to last year, 446/426** and minority students are at **431/415 compared to last year, 437/421**.

Description of the magnitude of challenges: Mitchell High School's population is 76.4 percent free and reduced lunch eligible. In addition, approximately 120 students are Non-English speakers or limited in the ELL program. Furthermore, approximately 150 students have exited out of the program due to scoring high enough on the language proficiency test. Approximately 100 students have exited out of the program because they have been on ELL status for more than five years. Although the students have acquired enough conversational and academic language to exit out of ELL services, it does not mean they are ready to engage at the difficulty level of the PSAT, SAT or CMAS assessments.

According to research, it takes approximately three to five years to acquire a second language. This is assuming students have received a strong first language education. Unfortunately, in many cases, students have not received a strong first language education. This makes it challenging to provide opportunities to make language transfers from one language to the other. The acquisition of academic language is said to take approximately anywhere from four to seven years. Again, this is assuming optimal circumstances are present. Some research suggests students growing up in poverty or from lower-income families hear up to 30 million **fewer words** by age five than their more privileged counterparts.

Standardized assessments like the SAT, PSAT, ACT, CMAS, etc., exacerbate the inequities. This is not to say second language learners are not capable, to the contrary, they are very capable of achieving at a high level. Unfortunately, demonstrating this in a different language proves to be difficult. Even if you speak English, growing up in poverty affects language development in general. This is the reason we have decided to emphasize oral discourse and vocabulary to increase language acquisition with SIOP training to support student achievement.

Another challenge students face that has an impact on learning is the amount of stress and trauma they have been exposed to, and continue to be exposed to every day. Research shows that trauma and stress have negative impacts on learning, developing relationships, and remembering simple commands, as the working memory is affected. Constraints posed by inequities experienced include factors like access to resources, health and well-being of students and families, hunger, housing/homelessness (mobility), family stress, trauma, neighborhood factors, and poor attendance. All that being said, I know as a school, we are extremely proud of our students and their accomplishments! The book "Disrupting Poverty" shares five practices we have adopted at Mitchell as part of our work that commits to equity!

Finally, as we analyzed our data from the 5Es survey, we discovered additional challenges to our practices. Although collaborative practices are a celebration with the Mitchell staff, lack of teacher collaboration and a lack of a supportive environment as measured by the 5Es survey are additional challenges to our current performance.

Measuring performance this year will be challenging due to the COVID-19 Global Pandemic. We are prepared to administer locally developed assessments to make sure we have current data and diagnostic data to guide our work during these difficult times.

As we address equity, we have performed a School Course Selection Analysis.

Mitchell's demographics are 12% Black/African American, 42% Hispanic, 31% White, 2% American Indian, 1% Asian and 6% other races.

The Social Studies department's data was almost identical to the demographic numbers for the school. The only outlier for the department was the Honor Ethnic course which compared to the 31% white students' number, the class only had a 6.9% enrollment of White. Hispanics were 62% of enrollment.

The Math department student enrollment was more diverse in distribution. Honors Algebra had a 51% Hispanic enrollment, 10.26% for Two or more races, and 5.13% Black/African American. **Honors Algebra 3's enrollment was 81% White, 11.97% Hispanic**, and 3% Black/African American. The distribution for Honors Pre-Calculus was almost identical to the school's demographics. **Calculus AP** was very balanced with 36% White, 27% Hispanic, 18% Black and 18% Asian. However, American Indian and two or more races did not show any enrollment.

Our Science department is dominated by Hispanic students in distribution. However, our Honors Medical Intervention course has 20% White, 7% Black, and 73% Hispanic. The Biomedical Science Honors enrollment has 58% Hispanics, 24% White, 11% Black, 1% Asian, 2.2% American Indian, and 3.3% Two or more races. Compared to the overall demographics is well balanced. **The Honor Physics** is distributed with 60% Hispanic, 20% White and 20% Asian. This course has **no representation with our African American students** or any other races. Our Honor Astronomy/Space enrollment is similar with 50% White, 37% Hispanic, and 12.5 American Indian. There is no representation from Asians, African Americans, or any other races.

The General Art Honors shows a distribution of 36% Hispanic, 21% Two or more races, 14% Black, 21% White, and 7% Asian. The Jazz Choir Honor course has a 46.6% White, 46.6 Hispanic, 6.6% African American, and no other races are represented. The **Honors Chamber Orchestra has reflected the school's demographics** with the exception of African Americans which is not represented.

The English department Honors English 1 and Honors English 7 are both represented very similar to the school's demographics. English 1 has an 11.43% African American distribution and English 7 has a 16.13% with African American.

The Honors Computer Apps is distributed with 65% White, 27% Hispanic, and 7.7% African American. No other races are represented. The Website Design Honors is distributed 57% White and 42.9% Hispanic. No other races are represented. The computer honors classes have no Asian, Native American, and Two or other races representation.

The enrollment in Spanish language courses is represented by 94.12% Hispanic and 5.88% white. No other races are represented within the Spanish course offerings.

Trend Analysis



Trend Direction: Stable then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In ELA all students in all sub-groups demonstrated increases in mean scale score, as did all sub-groups from 2018-19, but still does not meet state expectations. In 2019, all students and all sub-groups decreased in mean scale score. This is notable because it is decreasing and still under the state's expectations.



Trend Direction: Stable then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Math - all students in all sub-groups declined in 2019. All students declined from 390.3 to 383.6 on PSAT. The EBRW scores for all students also declined from 401 to 399. This is notable because although it was stable it is now decreasing and still below the state's expectations.

Trend Direction: Increasing



Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Science CMAS - Students with disabilities increased from 420 in 2018 to 471 in 2019, a significant change! FRL increased slightly- 3 points, Minority students increased from 494 to 505...11 points! Our only drop was our ELL students with 11 points. These are notable trends as they showing an increase.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

CO PSAT Reading and Writing - Students performed under state expectations under all sub-groups in 2019 compared to 2018. This is notable because all sub-groups decreased in performance.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

CO PSAT math - in 2019 students performed under state expectations under all sub-groups and slightly dropped across all sub-groups compared to 2018. This is a significant trend because it shows a decline in areas we have been focused on.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In 2019, the median growth percentile in EBRW decreased for all students except ELL and FRL compared to 2018. This is notable since it decreased almost in a very sub-group compared to last year that showed increases in most sub-groups



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

The median growth percentile in math for all students rose from 39.0 to 42.0. All students were approaching; FRL Approaching; minority Approaching; students with disabilities Does Not Meet in 2019 as the year prior; ELL improved from 36.0 to 43.0 but still "Approaching". MGP improved for all students and subgroups(Except GT which dropped from 53 to 51) in 2019. All students and subgroups increased in 2019. This is a notable trend because all students and subgroups are improving slightly, but are still below state expectations.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

PSAT/SAT - in 2019, math growth increased in every sub-group compared to 2018. This is a notable trend because it showed improvement compared to the previous year.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

Graduation rates for all students and sub-groups increased above state expectations and have a Meets rating for 2017, 2018 and 2019. Students with Disabilities 4 year graduation rate increased from 25% to 56%, however, ELL dropped from 78% to 68%. Overall, our 4 year graduation rate increased from 66% to 72.3%.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

Dropout rate: The trend is stable, staying the same at 3.9 to 3.9%percent in 2019. It is notable because we would like to decrease to 1.5% and eventually to 0%. Although is not a decrease, we are working to decrease this trend.

Additional Trend Information:

DUE TO COVID-19 GLOBAL PANDEMIC, THE DATA AVAILABLE IS FROM THE PREVIOUS PLAN.

All math groups increased the median growth percentile with the exception of GT which decrease from 53 to 51.

Our ELA decreased in every area except ELL and FRL with a significant increase with FRL students of 9 points.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Academic Achievement

All students and all subgroups received a "DOES NOT MEET" rating in CO PSAT EBRW, Math and Science.

Root Cause: MIS 1 - Lack of a supportive school environment for students measured by the 5Es



Commit and execute our professional development initiatives on Restorative Practices (student and staff) while focusing on Connection Circles: a proactive practice within the restorative continuum. They serve as a gateway for building relationships, cultivating equity, promoting the opportunity for building connections, growing individual and group empathy, serving as means of mitigating dysregulated student emotions, creating a more inclusive culture and promoting the need for belonging.

Root Cause: MIS 2 - Lack of teacher collaboration as measured by the 5Es survey.



Teacher collaboration will be essential to increase our collective responsibility, teacher-to-teacher trust, and school commitment and ultimately increase (Tier-One Instruction) academic press and quality of student discussion.

Root Cause: MIS 3 - Interim Assessments



Lack of PLC structures and protocols and interim assessments has led to a failure to respond to data. Therefore, there is also a failure to apply instructional best practices to improve student achievement school wide. Meeting in PLCs to analyze interim data will inform instructional practice, enabling teachers to adjust and scaffold instruction, reflect and implement adjustments to improve student performance.



Priority Performance Challenge: Academic Growth

While there have been some improvements in growth, all students and all subgroups are below state expectation in EBRW and Math.

Root Cause: MIS 1 - Lack of a supportive school environment for students measured by the 5Es



Commit and execute our professional development initiatives on Restorative Practices (student and staff) while focusing on Connection Circles: a proactive practice within the restorative continuum. They serve as a gateway for building relationships, cultivating equity, promoting the opportunity for building connections, growing individual and group empathy, serving as means of mitigating dysregulated student emotions, creating a more inclusive culture and promoting the need for belonging.

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Teacher collaboration will be essential to increase our collective responsibility, teacher-to-teacher trust, and school commitment and ultimately increase (Tier-One Instruction) academic press and quality of student discussion.

Root Cause: MIS 3 - Interim Assessments



Lack of PLC structures and protocols and interim assessments has led to a failure to respond to data. Therefore, there is also a failure to apply instructional best practices to improve student achievement school wide. Meeting in PLCs to analyze interim data will inform instructional practice, enabling teachers to adjust and scaffold instruction, reflect and implement adjustments to improve student performance.

Magnitude of Performance Challenges and Rationale for Selection:



Due to the COVID-19 Global Pandemic, we will use last year's diagnostic data and we will use local measures like the Universal Screeners, grade-level interim assessments and the 5Es survey measurements.

Rationale: Currently we are rated as Priority Improvement on our School Performance Framework. We are examining our growth and performance data to determine the highest leverage opportunities to increase student learning and performance. In addition, as we look at the different sub-groups and analyze trends, we noted areas of improvement and decline. Yet, the achievement scores are significantly low and we must identify instructional practices that will increase learning and performance across all subgroups regardless of their academic language.

To address the magnitude of the performance challenges, we must look at the magnitude and impact poverty, truancy, and language acquisition have on these benchmarks identified in school performance frameworks. For example, although our graduation rates are in the 70-72% range, it is extremely challenging to increase this number. When students enroll at Mitchell High School, or any other high school at the age of 17 or older, and are extremely credit deficient, the likelihood of these students graduating, in the "expected timeframe", is very low. However, this affects our graduation rates.

Mitchell High School provides comprehensive social-emotional support with a team of counselors, social workers, community liaisons, and a life coach. Our counseling team is dedicated to providing our students with the support and guidance needed to succeed academically and meet graduation requirements. Previously, the CDE recognized our counseling team for the largest FASFA increase in the state. Our Life-Coach provides support to 22 families with a two-year support plan and limited financial support targeted to stabilize families in crisis. Last year, our Life-Coach helped 22 families secured housing, other families with job placements, and one family with a car. These resources are funded through our partnership with United Way, and UCCS (Colorado Springs Promise) and through the Seimer Foundation and Catholic Charities. Recently, we became a high-impact partner with Colorado College and have fostered a partnership with a local church to provide additional tutoring support after school and Saturdays. In addition, we offer Tier 2 support to provide early academic interventions. For example, we offer credit recovery, on-line school, and night school in coordination with our Odyssey Early College and Career Options. We offer support for students with after-school tutoring, Saturday school, and our Learning Center. Our Learning Center has a peer-tutoring model to provide support for students during the day. They also

provide support on re-takes of assessments and re-teaching of concepts.

We have a home visit program specifically as an outreach program to support families. We communicate to families that we are here as a partner to help and support them. Recently, the district and Peak Vista finalized the construction of the in-school Health Clinic which is already having a huge impact in the community. It has already served over two thousand Mitchell specific clients. We believe that addressing the community's health will have an impact on truancy and attendance which will consequently increase time in the classroom and increase student performance.

Magnitude of Root Causes and Rationale for Selection:



Mitchell administration and teacher leadership are using 5Es data survey and existing data from last academic year. Due to Covid-19, current academic data is limited with our ninth graders entering the new school year but no current data is available for the rest of the grades.

In collaboration with our Mitchell Administration and Leadership Team (MALT), School Accountability Committee (SAC), and administration, we changed our first two root causes on climate and culture and Tier-one instruction.

The new root-causes were selected from the 5Es data collected last year. The data identified adult behaviors that were congruent with past root-causes but did not go far enough.

Last year's data from CMAS, PSAT/SAT, discipline data, and English Language Proficiency (ELP) data were used to identify the areas of improvement in the areas of academic achievement and graduation rates. Due to COVID-19, most of the academic data is the same used from last year.

Progress monitoring will be done on a quarterly basis to inform progress and needed changes to adjust to the data.

What will Mitchell High School's approach be?

- Our Tier-one approach right now is focused on REMOTE LEARNING engagement. Once we resume in-person instruction again, our focus will be to increase engagement as we develop a "no opt-out" culture with students and teachers. A strategy we will continue to build upon is the "Capturing Kids Hearts" existing work with Restorative Practices. The rationale for this is to support teachers increase trust, school commitment, and collective responsibility.

- Instructional Professional Learning Communities (PLCs) - PLCs are the vehicle to analyze assessment data, student work, 5Es data and teacher instruction. As the year unfolds, we will establish our baselines with our interim assessments and we will focus our instructional observations and rounds on student engagement and SIOP strategies as the professional development is completed.
- Commit and execute our professional development initiatives on Restorative Practices (student and staff) while focusing on Connection Circles: a proactive practice within the restorative continuum. They serve as a gateway for building relationships, cultivating equity, promoting the opportunity for building connections, growing individual and group empathy, serving as means of mitigating dysregulated student emotions, creating a more inclusive culture and promoting the need for belonging (from reSolutionaries, Inc. professional development -module two).
- Teacher Collaboration will be essential to increase our collective responsibility, teacher-to-teacher trust, and school commitment, and ultimately increase (Tier-One Instruction) academic press and quality of student discussion.
- Interim assessments will be the instruments to measure student learning and teacher instructional effectiveness instructional effectiveness.

Action Plans

Planning Form



MIS 1 - Supportive Environment for Students

What will success look like: Commit and execute our professional development initiatives on Restorative Practices (student and staff) while focusing on Connection Circles: a proactive practice within the restorative continuum. They serve as a gateway for building relationships and cultivating equity and allowing the opportunity for building connections, cultivating empathy, serving as means of mitigating challenging behavior; creating a more inclusive culture and satisfy the need for belonging.

Describe the research/evidence base supporting the strategy and why it is a good fit: Carol Dwek work on growth mindset, Zaretta Hammond's work on Culturally Responsive Teaching, Capturing Kids Hearts, Restorative Practices, and the research behind the 5 Essentials Framework support the importance of creating a supportive environment for students and how it impacts student achievement. It is a great fit for the work being done at Mitchell because it compliments and increases the capacity of the efforts around climate and culture.

Associated Root Causes:

MIS 1 - Lack of a supportive school environment for students measured by the 5Es:



Commit and execute our professional development initiatives on Restorative Practices (student and staff) while focusing on Connection Circles: a proactive practice within the restorative continuum. They serve as a gateway for building relationships, cultivating equity, promoting the opportunity for building connections, growing individual and group empathy, serving as means of mitigating dysregulated student emotions, creating a more inclusive culture and promoting the need for belonging.

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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MIS 2 - Teacher Collaboration

What will success look like: Teacher Collaboration will be essential to increase our collective responsibility, teacher-to-teacher trust, and school commitment and ultimately increase (Tier-One Instruction) academic press and quality of student discussion.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research shows optimal professional growth, when teachers are active partners in school improvement, committed to the school and are focused on professional development. This strategy is good fit for Mitchell High School as measured by the 5Es data because it will improve teacher collective responsibility and teacher-to-teacher trust and therefore, improve student achievement.

Associated Root Causes:



MIS 2 - Lack of teacher collaboration as measured by the 5Es survey.:

Teacher collaboration will be essential to increase our collective responsibility, teacher-to-teacher trust, and school commitment and ultimately increase (Tier-One Instruction) academic press and quality of student discussion.

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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MIS 3 - Data-Driven Culture

What will success look like: 100% of all department chairs and instructional coaches will facilitate bi-weekly data analysis of student data from interim assessments, benchmarks (screeners), and PRE-AP assessments. The purpose of short (approximately 3 weeks) interim assessments is to narrow the scope of instruction, provide timely feedback to students, and create the learning opportunity for teachers to analyze what is working instructionally, and what is not.

Describe the research/evidence base supporting the strategy and why it is a good fit: There is a plethora of research on the impact of properly measuring improvement efforts. This is a great fit for Mitchell High School because it supports the ability for teachers to analyze their instructional effectiveness and student learning.

Associated Root Causes:



MIS 3 - Interim Assessments:

Lack of PLC structures and protocols and interim assessments has led to a failure to respond to data. Therefore, there is also a failure to apply instructional best practices to improve student achievement school wide. Meeting in PLCs to analyze interim data will inform instructional practice, enabling teachers to adjust and scaffold instruction, reflect and implement adjustments to improve student performance.

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 Achievement



Priority Performance Challenge : Academic Growth

