

Colorado's Unified Improvement Plan for Schools

Mitchell Elementary School UIP 2022-23 | School: Mitchell Elementary School | District: Jefferson County R-1 | Org ID: 1420 | School ID: 5944 |
Framework: Performance Plan: Meets 95% Participation |

Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action and Progress Monitoring Plans

Executive Summary



Priority Performance Challenges

- *ELA Academic Achievement & Growth*

- *Best Literacy Practices*



Root Cause

- Addressing changes in Reading curriculum and professional learning.

- Increase collaborative curriculum planning and learning progressions.



Major Improvement Strategies

- Monitoring Student Learning Progress & Professional Resource Implementation

- Student growth through alignment and implementation of best literacy practices.

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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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Data from spring state assessments (CMAS) shows Mitchell students performing above 70% proficiency in Math and above 76% in Literacy. Current student data gathered this fall (2022) from MAP and Acadience and Common Formative Assessments are showing strong foundational skills. Our Instructional Leadership Team, the Instructional Coach, and the School Staff examined the school year assessment scores and growth data along with new changes to several content curricula. Mitchell has a number of new staff members, is utilizing a new district (state approved) literacy curriculum, and urgency around 5th grade Math data to drive the focus of work this year within the MTSS framework and utilizing PLCs around implementation of new curricula as well as monitoring student learning progress.

The Instructional Leadership Team includes a member from each grade level, the Digital Teacher Librarian, Instruction Coach and Learning Specialist to ensure vertical and horizontal representation for the Root Cause Analysis, Major Improvement Strategies' Identification Process and Goal Setting for the following school year. Within PLCs (Professional Learning Communities and the RtI Process(es) for MTSS (Multi-Tier Systems of Support), the Major Improvement Strategies will be continuously addressed, progress monitored, re-examined for implementation, and finally used for professional development.

The Major Improvement Strategies have been communicated by the Principal and Instructional Leadership Team to the school staff, community and parent groups in multiple ways. The foci for the school year's Major Improvement Strategies are directly tied to student achievement and growth, the school budget, professional development and the teacher observation/feedback/evaluation process.

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).

Last year's MAP ELA scores resulted in Mitchell meeting median growth targets in all grade levels. At the end of the year grade levels met the following median growth percentiles: 2nd grade- 86%, 3rd grade- 64%, 4th grade 63%, and 5th grade- 63%. All exceeded the 55 %ile goal.

Last year's Acadience targets were met by Mitchell students. The beginning of the year "below" and "well below" percentage was 21%. At the end of the year benchmark the "below" and "well below" percentage was at 13%, exceeding the #5 goal that was set.

Teacher learning in the Science of Reading led to a refinement of a Mitchell Literacy Statement shared with stakeholders. PLCs created the vehicle/structure that allowed a school-wide ownership of phonics and phonemic awareness techniques among colleagues and across grade-levels. Intermediate PLCs focused on word study and syllable types which led to aligned and collective explicit instruction. Intermediate attention to vocabulary resulted in large gains on the sub-test area of vocabulary for students. Targeted formative assessments led to responsive intervention and extension of essential skills for students. Tier II reading intervention was purchased and implemented by classroom teachers.

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

Mitchell will continue to ensure time & intensity of core instruction leading to implementation of targeted interventions & extensions. We will also use systemic practices to align and collaborate to implement core literacy practices.

In implementation of targeted interventions and extensions, we will evaluate the fidelity of implementation utilizing a fidelity matrix.

This year, academic growth will be expected in within the same range as last year. We will also continue to monitor students' growth and/or application of students' social/emotional competencies as measured by the SSIS.

Current Performance

- **Successes:**

Mitchell Elementary has historically been performing above the state, district in all grade levels (3-5) and content areas (ELA and Math) on CMAS and MAP. Our focus and goals are based on growth and continuing to build upon the foundation for student learning.

On the Fall MAP Assessment, the preliminary data shows high performance for our students in all areas in grades 3-5.

Magnitude of Challenges:

Growth Summary

In the Fall 2022 MAP assessment, students showed high performance in ELA and Math. 80% of our students were scoring average or above average in Math on the Fall MAP assessment. Over 83% of our students were scoring average or above average in ELA on our Fall MAP assessment.

Priority Needs & Trend Analysis

We continue to focus on student growth from grades 4-5 utilizing MAP as one measure of growth. Individual grade level teams have prioritized standards and developed assessments with goals set to monitor and support student growth in grades K-5.

- Significant changes to Reading/Writing curriculum including the adoption of a CDE-approved core literacy resource is leading teams to prioritize content in a new organizational structure to meet current students' needs.
- Math scope and sequence has been assessed to determine where students are coming into this year's math story and determining where intervention and acceleration is warranted, efforts are particularly focused in 5th grade Math as students are preparing to enter middle school math classrooms by the end of the school year.

Academic Achievement & Growth Priority Needs in Academic Achievement

We continue to focus on and monitor CCSS with the use of proficiency scales within all core subjects. This year, we are increasing the depth and attention to reading skills from both foundational literacy practices as well as a new core literacy resource. Grade level teams are continually monitoring, assessing, and responding in instructional planning to students progress based on state standards within the framework of Professional Learning Communities.

READ Plan Student Identification with DIBELS Data

The composite on DIBELS/Acadience school-wide was 81% for the BOY- this marks a 1% increase from last year BOY. We have identified the students in K-3 needing MTSS interventions. Kindergarten preliminary data has has 80% of students, 1st grade 82%, 2nd grade 83% and 3rd grade 79% of students in the targeted composite range. Overall, 81% of students K-3 are on-track in reading.

Trend Analysis



Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

The number of students on for READ Plans is stable and the number of students in the composite benchmark expectations on DIBELS have remained stable and show students performing at or above 80% K-3 at the beginning of the year. By monitoring DIBELS composite scores in the core and MTSS process, our number of READ Plan eligible students is not increasing based on DIBELS.

Root Causes and Priority Performance Challenges



Priority Performance Challenge: ELA Academic Achievement & Growth

Maintain or increase reading for all K-5 students with Common Formative Assessments in reading and implementation of new core literacy resource. Growth will be measured by the students' achievement on Acadience with at least 80% of students scoring 'low risk' or higher by the end of the year. Growth will also be measured by MGP(55%ile) on MAP in grades 1-5.



Root Cause: Addressing changes in Reading curriculum and professional learning.

Teachers have received additional training in the science of reading as well as research-based professional learning in reading. This learning has addressed related tools for assessing student's progress, and instructional strategies for teaching reading as well as vocabulary in context. Reading is a communication skill that needs to be developed in learning to write and reading to learn structures in all content areas, critical thinking and creativity realms for higher levels of engagement. Teachers are implementing workshop models, close reading strategies and feedback strategies, in addition to implementing a new CDE approved literacy resource.



Priority Performance Challenge: Best Literacy Practices

Implementation of best core literacy practices which include and are not limited to a CDE-approved core literacy curriculum. Regular monitoring of implementation as well as student performance to realign systemic best practices for students literacy journey at Mitchell.



Root Cause: Increase collaborative curriculum planning and learning progressions.

Teachers will participate in collaborative team structures through our school-wide Professional Learning Community. Intentional time has been built in the master schedule to allow for job-embedded collaboration. While grade-level teams aligned their focus to the professional learning application of Science of Reading, additional time was needed to effectively implement these techniques. Additional time will be planned over the course of the year to allow teachers to collaborate and monitor the implementation of literacy resources and monitor student growth.

Magnitude of Performance Challenges and Rationale for Selection:

The performance challenges have been selected for continuous improvement and multi-year goals. Although previous CMAS data suggested we are overall exceeding and meeting academic achievement and growth for three years in a row, our systemic practices take additional time to address in order for all students in all subgroups to succeed for continuous improvement. Through monitoring of the implementation of a new core literacy curriculum,



monitoring of student progress in literacy will be part of the formative practices for teachers examining student learning.

Magnitude of Root Causes and Rationale for Selection:



ELA: Significant updates to the district ELA curricula this year have led grade-level teams to review and adjust units and plans and resources to match the new changes. Along with these changes, implementation of a new CDE-approved literacy resource has led to the need for additional time for teachers to implement with fidelity and build professional efficacy. The Instructional Leadership Team noted the need to look deeper at the strategies for phonics instruction- both in intermediate and primary as well as ensuring alignment in a systemic manner recent professional learning in research-based reading instruction. Mitchell professionals value systemic practices. With the introduction of a new literacy resource, this causes professionals to reevaluate practices and determine the next best steps for Mitchell learners.

Math: While math achievement scores show in the positive proficiency, students should be making more growth and demonstrating greater achievement based on programming for specific math needs- particularly in 5th grade. Efforts have been made in grades 4 and 5 to utilize math menus and compact curriculum and offer tasks beyond grade level when students are showing mastery at check points in the unit, along with a Do The Math intervention offered before school for 4th graders. We have seen increases in achievement and growth due to teaching in core based on pre-assessments, common formative assessments in addition to compacting and extending the math curriculum for advanced learners. Mathematical collaborative practices should include conversations and collaboration around intervention for students' math needs. Implementing a school-wide literacy resource leads to shift in focus in teachers' time and attention.

MTSS: Mitchell MTSS structures haven't shown strong alignment between academic and SEL pathways for students. Teams, leadership, strategies, and approaches are being built up and aligned between these support pathways for students. Previous academic intervention for students were not all CDE-approved. With implementation of new CDE-approved core curriculum, energy and efforts can focus on whether core instruction is meeting students' needs and how core instruction can be monitored and adjusted through the PLC process to serve students at the universal level first. Beginning of the year math data showed (83% of 3rd graders, 91% of 4th graders, and 86% of 5th graders) are scoring above the 40%ile leading to a need for compacting and extensions to ensure student growth in math.

With the addition of SEL data progress monitoring throughout the year last school year, 79% of students were showing proficient skills. Now with a tool to measure student performance, attending to systemic preventative, supportive measures for our students can lead to strong application of social emotional

skills.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Ensure time&intensity of core instruction increases in interventions&extensions.

Describe what will success look like: Students need time for deeper learning & practice during and above systemic core in MTSS (Multi-Tiered Systems of Support) and through learning progressions. Teachers are collaborating for core, interventions and progress-monitoring of students. Teachers develop aligned extensions for advancement.

Describe the research/evidence base supporting the strategy: See John Hattie's effect-sizes for high yield strategies.

Strategy Category:

Associated Root Causes:

Responsive Teaching (Multi-Tiered System of Supports MTSS):

Teachers are implementing core instruction based on district curriculum, and need to preassess, progress monitor and extend & deepen student learning in regards to learning intentions and related success criteria. With the recent inclusion of proficiency scales, and additional resource-based assessments, teachers have additional tools to measure student learning with. Although we have systemic resources for interventions and extensions, consistency in implementation is our goal. Use of formative assessments to determine student needs (intervention and extension) at regular intervals allows students to receive supports and monitor effectiveness of intervention in student growth. As we build an integrated MTSS model (academic and social emotional learning), we are beginning to attend to student social/emotional competencies through the SSIS assessment. This has led to systemic development of Tier II interventions for students showing a social/emotional needs.



Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Collection of data to inform MTSS process and actions needed for students.

09/06/2022
05/15/2023
Quarterly

Teacher Teams and MTSS Lead
Teachers and PBIS Team and SEL

Progress
Monitoring







MTSS Leads and PBIS team examine data and utilize interventionists to plan instruction in addition to core to meet students' needs (extension & intervention) including SEL.

09/06/2022
05/15/2023
Monthly

MTSS Leads and Instructional Coach
and PBIS Team

MTSS Planning

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 MTSS Structures & PLCs	Continue MTSS Leads and PBIS team school-wide structure in alignment with grade level collaborative teams/PLCs.	09/06/2022 05/15/2023		Teachers Instructional Coach SELS	
 Core Instruction	Employ more math problem-solving and 3 Acts Math experiences for modeling and reasoning in all tiered levels.	09/06/2022 05/15/2023	Professional Development Problem-Solving Resources	Teachers Instructional Coach	
 Goal Setting for Expectations	Goal set with ALP students to focus their needs and extensions and communicate with teachers. Reassess and progress monitor on-going.	09/06/2022 05/15/2023	Extension resources and GT resources	GT BRT Teachers Paras	
 MTSS Coordination and Data Analysis	MTSS coordination and analyze data from four rounds of formal/universal screeners (MAP, DIBELS, CFAs, SSIS, and others).	09/06/2022 05/15/2023	Time and Assessments	Instructional Coach SELS MTSS Leads Teachers	



On-boarding and training

Training for our new staff in school-wide practices to reinforce systemic structures.

09/06/2022
05/16/2023

extension and intervention resources, time for training

Instructional Coach Principal Teachers



Communicate common vision and mission for MTSS

Build collective teacher efficacy with all staff

09/06/2022
05/15/2023

Professional Development Time and resources

All staff



MTSS Structures

Create a school-wide plan to address social/emotional needs at all Tiers of MTSS. Including a menu of Tier II strategies and interventions. In addition, implementing a screening tool to utilize school wide.

09/06/2022
05/15/2023

SSIS Second Step Curriculum

GT BRT, Teachers, SELS



Progress Monitoring

Regular progress monitoring in PLCs, MTSS Lead's Meeting, PBIS team meetings, and whole school Progress Review.

09/14/2022
05/17/2023

Teachers Instructional Coach SELS



Student growth through alignment and implementation of best literacy practices.

Describe what will success look like: As a collective Professional Learning Community, professionals will engage in dedicated time to align vertically as well as utilizing the teaching and learning cycle within grade levels to effectively implement best literacy practices and evaluate the effectiveness of tools used to impact student growth.

Describe the research/evidence base supporting the strategy: See John Hattie's effect-sizes for high yield strategies. Implementing a CDE Science of Reading approved reading curriculum.

Strategy Category:

Associated Root Causes:

Increase collaborative curriculum planning and learning progressions.:



Teachers will participate in collaborative team structures through our school-wide Professional Learning Community. Intentional time has been built in the master schedule to allow for job-embedded collaboration. While grade-level teams aligned their focus to the professional learning application of Science of Reading, additional time was needed to effectively implement these techniques. Additional time will be planned over the course of the year to allow teachers to collaborate and monitor the implementation of literacy resources and monitor student growth.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Grade Level Meetings	Teacher Professional Learning Communities at grade levels to follow the 4 steps to the PLC process.	08/29/2022 05/19/2023 Weekly	Grade level team teachers & Instructional Coach	
 Progress Monitoring	Regular monitoring of district assessment data (MAP & DIBELS), as well as monitoring of literacy module implementation.	08/29/2022 05/19/2023 Quarterly	Instructional Coach & District Literacy TOSA & Grade Level Team Teachers and Principal	
 Extended Collaboration Time	Teachers will be given extended 'Time to Shine' in their implementation, collaboration, and alignment of literacy practices and instruction.	08/29/2022 05/19/2023 Quarterly	Instructional Coach & District Literacy TOSA & Grade Level Team Teachers	

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Shared Leadership Structures

Continue to create and provide shared leadership for collective efficacy.

08/09/2022
05/19/2023

Mitchell Professional Learning Plan Instructional Leadership Team

Teachers Instructional Coach Principal/AP



PLCs-Collaborative Planning in Teams

Teams will collaboratively plan on a regular basis employing the 4 Questions of a PLC. Teams will regularly and independently address Questions 1 & 2 and focus on collaboratively Questions 3 & 4.

08/29/2022
05/19/2023

PLC continuum Colorado Academic Standards Instructional Resources

Teachers Instructional Coach



Professional Learning Time Allotment

Time will be purposeful, authentic, efficient, and connected in weekly PLCs, weekly learning structures, student focus groups, personalized learning, book study, coaching cycles, learning labs, and video reflection.

08/29/2022
05/19/2023

Teachers Instructional Coach Principal/AP



Common Formative Assessments

Collaborative Teams will utilize common assessments and promises from prioritized standards and increase student voice in the goal-setting, assessment process for deeper learning.

09/06/2022
05/19/2023

Time for PLCs Curriculum Resources

Teachers Instructional Coach



Observations

Regular classroom observations will be conducted to evaluate the level of implementation.

09/12/2022
05/15/2023

District Teacher Effectiveness Rubric Innovation Configurations for Literacy

Principal/AP



Student Focus
Groups

Using the facilitated group discussions and/or student interviews, students will provide perspective, opinions, attitudes and experiences about their learning.

09/12/2022
05/19/2023

Substitutes for
Teachers to
participate

Teachers
Instructional
Coach
Principal/AP



Monitoring Student Learning Progress & Professional Resource Implementation

Describe what will success look like: Students will continue to show a year's worth of growth in a year's academic time. This will be measured through district assessments (Acadience: at least 80% of students in the 'low risk' category by EOY, MAP: students performing 55%ile MGP in grades 1-3 by EOY) as well as embedded curriculum assessments.

Describe the research/evidence base supporting the strategy: Hattie's Effect Size Research for teacher clarity, appropriately challenging goals, and setting standards for self-judgement.

Strategy Category:

Associated Root Causes:

Addressing changes in Reading curriculum and professional learning.:



Teachers have received additional training in the science of reading as well as research-based professional learning in reading. This learning has addressed related tools for assessing student's progress, and instructional strategies for teaching reading as well as vocabulary in context. Reading is a communication skill that needs to be developed in learning to write and reading to learn structures in all content areas, critical thinking and creativity realms for higher levels of engagement. Teachers are implementing workshop models, close reading strategies and feedback strategies, in addition to implementing a new CDE approved literacy resource.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Progress Monitoring: Student Target Setting



Priority Performance Challenge : ELA Academic Achievement & Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Maintain or increase reading for all K-5 students with common formative assessments in reading and implementation of new CDE-approved core literacy resource. Growth will be measured by students' achievement on Acadience with at least 80% of students scoring 'low risk' or higher by the end of the year. Growth will also be measured by MGP (55%ile) on MAP in grades 1-5 by the end of the year.

2023-2024:

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : Best Literacy Practices



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Implementation of best core literacy practices which include and are not limited to a CDE-approved core literacy curriculum. Regular monitoring of implementation as well as monitoring of student performance to realign systemic best practices for students in their literacy journey and growth.

2023-2024:

INTERIM MEASURES FOR 2022-2023: