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Department of Education

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Colorado's Unified Improvement Plan for Schools

Carmody Middle School UIP 2022-23 | **School:** Carmody Middle School | **District:** Jefferson County R-1 | **Org ID:** 1420 | **School ID:** 1318 | **Framework:** Performance Plan: Low Participation | **Draft UIP**

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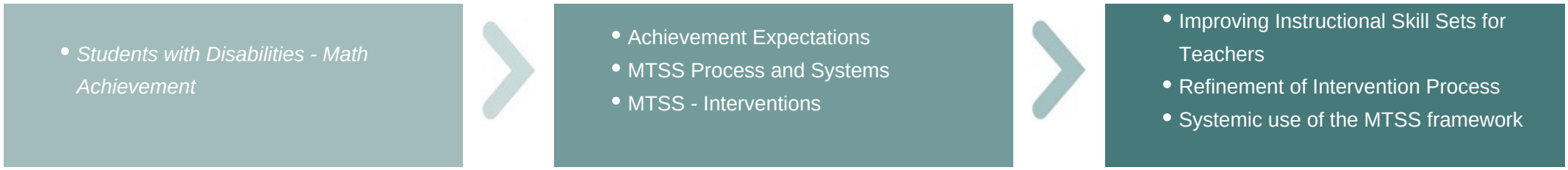
- *7th Grade Math Achievement*

Root Cause

- Instruction - Methodologies & Pedagogical Strategies
- MTSS - Interventions
- Instruction - Implementation of Guaranteed and Viable Curriculum

Major Improvement Strategies

- Scheduled Adult Collaborative and Planning Time
- Improving Instructional Skill Sets for Teachers
- Systemic use of the MTSS framework
- Refinement of Intervention Process



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

Improvement Plan Information

Additional Information about the school

School Contact Information

Name: Susan Elliott
Title: Principal
Mailing Street: 2050 S. Kipling
Mailing City / State/ Zip Code: Lakewood CO 80227
Phone:(303) 982-8930
Email: susan.elliott@jeffco.k12.co.us

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Carmody Middle School is a neighborhood school in its 57th year of operation and welcomes 7 elementary school feeders as well as a substantial percentage of students who utilize the choice policy to attend Carmody from other districts and school articulations within Jefferson County. Carmody has approximately 630 students in the 6th, 7th, & 8th grades enrolled for the 2022-2023 academic school year. The student body is diverse in nature relative to the district, Jefferson County Public Schools. Carmody serves approximately a 45% Free and Reduced lunch population compared to 28% Free and Reduced Lunch population in Jefferson County. Carmody's student population includes a 45% non-white representation while Jefferson County School District averages 34%.

Carmody Middle School has been a Performance Status School since 2010 and has experienced continued improvement with the ratings illustrated on the School Performance Framework with CDE. When looking at the multi-year SPF, Carmody Middle School achieved 68.2% of points in 2019 and 62% on the one year which was small decline from the 2018 score of 68.7%. After suspension of the School Performance Frameworks during 2020 and 2021, Carmody earned Performance Status in 2022 with 55.4% of earned points.

Developing the Unified Improvement Plan is a vital process to Carmody. The UIP acts as our road map for decision making and budgetary considerations for the year. Carmody Middle School has different teams within the school who meet to discuss our school-wide data and engage in the problem solving process. A representative from every stakeholder has a voice in the problem solving process utilized for continuous school improvement.

The first two teams are our Instructional Leadership Team (IL) and our Grade Level Team Leaders (GL). These teams are selected by their peers and by school leadership and are made up of a mix of staff, including teacher leaders from each content area, grade level leaders, Learning Specialists, administration and members of the Student Support Team. Each member brings to the table feedback from their collective larger groups within the school. Data gathered is used for planning long-term academic progress and school improvement but also for identifying students who need short-term behavioral and academic interventions. The systematic approach includes a full school MTSS process to problem solve, progress monitor and revise and launch new strategies

The third group is the School-wide Staff. Carmody has approximately 42 licensed teachers, 3 licensed Administrators, a Student Support Team made up of a Student Engagement Specialist, 2 licensed School Counselors, a Social Emotional Learning Specialist, and a Campus Supervisor. We also garner the support and voice of classified Paras. The complete staff at Carmody Middle School consists of approximately 73 people.

The whole staff meets for professional learning, data discussions, problem solving, and to design action steps for addressing priority challenges as well as progress monitors our UIP goals throughout the year. The IL's participate in and lead data discussions for 1 hour weekly with each department in a PLC format. Within each of our Professional Learning Communities, content teams create in-house, mid-term and final assessments, while developing and delivering ongoing common formative assessments for each unit of instruction. These CFA's and CSA's measure achievement and growth of our students as well as highlight effective instructional design and practices.

The last group is the School Accountability Committee. The SAC holds regular meetings, on average about once a month. The team is made up of a Principal, Assistant Principals, our School Accountability Chair, PTSA Officers, parents, students, and teachers from the building. The various groups above discuss trends in big picture data, identify our targets for improvement and engage in root cause analysis as we plan strategically to improve the functions and systems of Carmody Middle School.

An additional school-wide measure utilized weekly to identify classroom level trends is Weekly Eligibility showing pass and fail rate and doubles as an early warning system for our department PLC teams and our MTSS committee (Grade Level Teams) to see who is falling behind in attendance and classroom achievement.

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).

Performance Indicator: Academic Achievement (Status)

On the 2022 CMAS test for 7th Grade ELA, students improved their achievement scores between 2021 and 2022 by 9.4% (31.6% to 41%). The significant increase can be attributed to Adult Collaboration and Professional Learning in a school-wide effort to increase student outcomes as related to students' ability to read, dissect, and synthesize a piece of technical writing in the format of Claim, Evidence, Reason, and Concluding Statement. School-wide participation in supporting students to develop a short constructed response ensured a coherent focus. In addition, by implementing with fidelity, school systems such as PLCs, Learning Labs, Content Planning, etc. as well as allocating explicit/defined time to train teachers, calibrate writing, independently score student work, and provide student feedback we were able to ensure a marked improvement in student ELA achievement.

Performance Indicator: Student Engagement

The majority of Carmody students' perception of connectedness in two key areas increased from 2021 to 2022 as measured on the 2022 Make Your Voice Heard Survey. Specifically, students rated themselves as Agree and Strongly Agree by the percents listed in the following categories.

Relationships: School Connection	**2020-2021 % Agree / Strongly Agree**	**2021-2022 % Agree / Strongly Agree**
I feel like I belong when I am at school.	75%	76.4%
I have some friends that I feel close to.	78%	93.5%

Students connectedness was also measured by the % of classes students passed. Interventions both at the classroom level as well as school-wide supported the percentages listed below. As of the end of year, the following results were achieved:

	% of Classes Passed
6th Grade	99.01%
7th Grade	94.55%
8th Grade	94.96%

Systemic use of the MTSS Framework supported students through the identification, implementation, and monitoring of tiered interventions contributing to a greater

percentage of students passing classes, increased learning, and increased perceptions of connectedness.

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

The systems and work from prior year(s) will be continued into the next academic school year, with small refinements to our MTSS model, professional learning & collaboration focus (more opportunities for peer observation work), and master schedule adjustments to include increased time for adult collaboration. Maintaining our trajectory with these small adjustments will continue to build coherence in our school-wide work, leading to additional positive gains in student achievement.

Current Performance

- During the COVID impacted testing cycles the following trends were seen:
  - overall, achievement for 6th grade math achievement rebounded by 4% from 14% on the 20-21 CMAS assessment to 18% on the 21-22 CMAS assessment
  - overall, achievement for 8th grade math showed a decline from 28% on the 20-21 CMAS assessment to 23% on the 21-22 CMAS assessment
  - overall, achievement for 7th grade ELA showed a material rebound from 32% on the 20-21 CMAS assessment to 41% on the 21-22 CMAS assessment

Examining our 2022 Preliminary Transitional Performance Framework compared to our pre-pandemic School Performance Framework (2019), the following achievement categories are future areas to improve:

- overall, achievement for math (all students) was down almost 50% (31% vs 60%) between 2019 and 2022, especially in 7th (16% vs 26%) and 8th (23% vs 36%) grade.

	2019 SPF	2022 SPF
Math Academic Achievement - All Students	60%	31%
- Students qualifying for FRL	37%	8%
- Students with Disabilities	1%	1%

Examining our 2022 Preliminary Transitional Performance Framework compared to our pre-pandemic School Performance Framework (2019), the following positive notable trends were seen:

- overall, and in the subgroups for students qualifying for FRL & students with disabilities, growth was greater in 2022 than pre-pandemic values in these same categories

	2019 SPF	2022 SPF

ELA Academic Growth - All Students	46%	52.5%
- Students qualifying for FRL	41%	52%
- Students with Disabilities	47%	49%

Trend Analysis



Trend Direction: Increasing
Performance Indicator Target: Academic Achievement (Status)

7th grade Carmody students saw an increase in ELA achievement data between the 2020-2021 and the 2021-2022 school years.7th grade ELA results showed a statistically significant increase of 9.8% of students Meeting & Exceeding on the Spring 2022 ELA CMAS test. During the 2019-2020 academic school year, all testing was paused and therefore, no data is available to inform a 3-year trend analysis.



Trend Direction: Increasing
Performance Indicator Target: Academic Achievement (Status)

6th grade Carmody students, on Math CMAS, experienced an increase in achievement of 4.2 percentage points from 2021 to 2022. During the 2019-2020 academic school year, all testing was paused and therefore, no data is available to inform a 3-year trend analysis.



Trend Direction: Decreasing
Performance Indicator Target: Academic Achievement (Status)

The 8th grade Math CMAS data between 2021 and the 2022 tests showed a downturn, with a total decrease of 5.4% in Meets or Exceeds. During the 2019-2020 academic school year, all testing was paused and therefore, no data is available to inform a 3-year trend analysis.

Additional Trend Information:

ACHIEVEMENT

Student achievement prior to the pandemic compared to achievement post pandemic shows a negative impact on student outcomes in math. However, during the most recent (21-22) academic school year, Carmody saw positive gains in multiple achievement areas as students began to rebound. The tables below show trend data for "Meets or Exceeds" achievement percentiles in both ELA and math (total students) over a 4-year period with a one year gap in results.

	2018-2019	2019-2020	2020-2021	2021-2022
7th Grade ELA	37.3%	n/a	31.6%	41.4%
6th Grade Math	32.0%	n/a	13.7%	17.9%
8th Grade Math	36.2%	n/a	28.4%	23.4%

Achievement as measured in subgroups for students with disabilities and Free/Reduced-Price Lunch Eligible for both ELA and Math show the following:

7th Grade ELA	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Students without Disabilities	43%	n/a	38%	46%
Students with Disabilities	3%	n/a	0%	12%
Students not qualifying for FRL	44%	n/a	42%	52%
Students qualifying for FRL	32%	n/a	15%	26%

These results are notable due to the significant jump in achievement for students with disabilities during the 2021-2022 school year, up from the 2018-2019 school year. Students achieved at a higher rate from even the pre-pandemic numbers. Achievement numbers for students qualifying for FRL are also notable in that there was a significant rebound in 2021-2022, almost recovering back to the pre-pandemic number.

6th Grade Math	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Students without				

Disabilities	37%	n/a	16%	22%
Students with Disabilities	3%	n/a	0%	3%
Students not qualifying for FRL	43%	n/a	19%	24%
Students qualifying for FRL	19%	n/a	5%	9%

The trend for 6th grade math achievement appears to be improving when looking at the increase in student proficiency from 2020-2021 to 2021-2022 in the disaggregated table above. Specifically, students with Disabilities show a return to pre-pandemic percentages in math achievement for the school year 2021-2022, to 3%; however, this percentage still represents a significant difference between students with disabilities and students without disabilities. Students qualifying for FRL also show a low percentage of students who met/exceeded standards, down from 19% pre-pandemic, to 9% in 2021-2022.

8th Grade Math	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Students without Disabilities	42%	n/a	33%	26%
Students with Disabilities	0%	n/a	0%	0%
Students not qualifying for FRL	46%	n/a	38%	34%
Students qualifying for FRL	25%	n/a	12%	8%

Students in 8th grade math have shown a continuous decline in math achievement both in total and in disaggregated groups. There is a significant disparity between students without disabilities/not qualifying for FRL and students with disabilities and qualifying for FRL.

GROWTH (MGP)

Student growth data is selectively available due to the lack of trend/comparison data from the testing pauses in 2019-2020 and 2020-2021 in different grades. Student median growth percentiles between pre-pandemic years (2018-2019) and 2021-2022 show the following:

	2018-2019	**2021-2022**
8th Grade ELA - All Students	36%	49%

- Students with Disabilities	47%	n/a (Low Participation)
- Students qualifying for FRL	32%	42%
7th Grade Math - All Students	52%	43%
- Students with Disabilities	46%	n/a (Low Participation)
- Students qualifying for FRL	53%	41%

Notable comparisons include the statistically significant growth in 8th grade ELA in all measured categories between 2018-2019 (pre-pandemic) and 2021-2022 as well as the material decline in 7th grade math, also in all categories over this same time period.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: 7th Grade Math Achievement

Students at Carmody will improve Math Achievement in 7th grade by 3% (to 19% overall) of students Meeting or Exceeding, as measured on the 2022-2023 CMAS Math Assessment.



Root Cause: Instruction - Methodologies & Pedagogical Strategies

Lack of alignment between classes in implementing the methodologies and strategies outlined in the math curriculum (Illustrative Math).



Root Cause: MTSS - Interventions

Variability and inconsistency by teacher when implementing math interventions during intervention time (Connections Classes).



Root Cause: Instruction - Implementation of Guaranteed and Viable Curriculum

Inconsistency and varying levels of fidelity related to implementation of the Illustrative Math curriculum.

Priority Performance Challenge: Students with Disabilities - Math Achievement

Students with Disabilities at Carmody will improve Math Achievement by 3% (to 4% overall) of students Meeting or Exceeding, as measured on the 2022-2023 CMAS Math Assessment.

Root Cause: Achievement Expectations

Inconsistent expectations related to level of achievement for students with IEPSs.

Root Cause: MTSS Process and Systems

Lack of inclusion of students with IEPs in the school-wide MTSS process and tiered intervention planning.

Root Cause: MTSS - Interventions

Variability and inconsistency by teacher when implementing math interventions during intervention time (Connections Classes).

Magnitude of Performance Challenges and Rationale for Selection:

7th Grade Math Achievement

7th Grade Math Achievement is the most significant need identified in the trend analysis. In addition, given Jeffco's goal that all 8th grade math students obtain Meets/Exceeds on CMAS by 2025, 7th grade is a critical year in preparing students to reach this goal by the end of their 8th grade academic school year. In addition, 7th grade math achievement scores were consistently lower than 6th and 8th grade math achievement scores during the 2018-2019 and 2021-2022 assessment periods.

- 7th grade math data showed a 10% decrease between 2018-2019 on the Math CMAS assessment for achievement and the 2021-2022 assessment (26% to 16%), resulting in Carmody being 13% below the district average of 29%.
- Additional trend data is unavailable between 2019-2020 and 2020-2021 due to an Accountability Pause and testing limitations as a result of the impact of COVID-19 in schools.

Students with Disabilities (all levels) - Math Achievement

When disaggregating the data, students with disabilities is also an area in need of significant focus. On both the 2019 and 2022 SPF, students with disabilities across all grades, earned only a 1%tile ranking.

Magnitude of Root Causes and Rationale for Selection:

Root causes were identified through discussions with Instructional Leaders across all department and the Leadership Team at Carmody. The root causes were verified by examining student data in PLCs as well as an analysis of curriculum and intervention implementation.

Comparing achievement and growth scores across math grade levels, there is a correlation between higher achievement and growth in 6th grade math due to the alignment of instruction and pedagogy with the Curriculum (guaranteed and viable curriculum) as compared to 7th and 8th grade math data from classrooms that inconsistently implemented the Curriculum and the recommended instructional strategies during classroom instruction (reduced focus on higher level thinking and critical analysis of concepts).

Examining achievement and growth data for our students with IEPs over the past 4 years, there has been a consistently low percentage of students who demonstrate meets/exceeded on the math CMAS assessment (1%). Some of the key variables contributing to the lack of growth and achievement for students with disabilities can be attributed to:

- An MTSS process in which students with IEPs have previously been excluded
- Inconsistent implementation of interventions as a result of the previous MTSS system as well as system scheduling to ensure all students with IEPs receive adequate Tier 1/2/3 supports
- Reduced expectations, especially during the pandemic, for rigorous thinking and high quality work product

Additional Narrative / Conclusion

In conclusion, Carmody experienced a material drop in math achievement during the pandemic years 2020, 2021 & 2022, especially in our at-risk populations. This parallels the drop in math achievement and growth in Jeffco, as a whole. Conversely, Carmody staff (whole school) stayed focused on providing rigorous, high quality instruction in English Language Arts, resulting in significant growth gains across grade levels in this content. Carmody's collaborative culture assured effective systems of feedback and accountability for growing students across grade levels and in disaggregated groups in CMAS English Language Arts. Students in 2022 outperformed their 2019 peers in ELA growth percentiles.

During the pandemic, Carmody experienced multiple distractors to our systems, including excessive absenteeism, both students and staff, large scale changes to instructional practices, changes to systemic operations, and disruptions to collaborative processes and data collection/analysis.

This past year and in the current year we will continue to position our building leadership including teacher leaders in a place that produces high accountability with our collective practices (Grade Level work, PLCs, Learning Labs, etc.) to increase achievement and growth in every student and across contents, especially in Math, our Priority Performance Challenge.

Action Plans

Planning Form

Systemic use of the MTSS framework

What will success look like: MTSS Framework is a whole-school system that will include all students, including students with IEPS. A large body of data will be utilized to identify the hurdles and functions of behavior for each student. Regular MTSS meetings with all staff will be for the purpose of identifying Tiered supports based on functions of behaviors.

Describe the research/evidence base supporting the strategy and why it is a good fit: MTSS is a research-based approach to continuous improvement that includes the following effective components: team-driven shared leadership, data-based problem solving and decision making, family, school, and community partnering, layered continuum of supports, evidence-based practices.

Associated Root Causes:

MTSS - Interventions:
Variability and inconsistency by teacher when implementing math interventions during intervention time (Connections Classes).

MTSS Process and Systems:
Lack of inclusion of students with IEPs in the school-wide MTSS process and tiered intervention planning.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
MTSS Body of Evidence Matrix	Staff will progress monitor individual student data through weekly eligibility and our MTSS body of evidence collection on a bi-monthly basis. Utilize Carmody's MTSS Body of Evidence Collection including SSIS-SEL, MAPS, Content CFAs.	09/15/2022 05/23/2023 Monthly	Grade Level (GL) Leaders/Student Support Team/Teachers	

Staff Goals aligned to MTSS	Goal progress monitoring and observable progress as identified in agendas and survey.	09/15/2022 05/23/2025 Monthly	Grade Level (GL) Leaders/Admin
Check in/Check out Data	Monitored through Weekly Eligibility and MTSS matrix to measure Tier 2 interventions.	09/15/2022 05/23/2025 Weekly	All student facing staff

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Data Collection	Staff and Grade Level Leaders collect bi-monthly and organize in spreadsheet for analysis.	09/15/2022 05/23/2023	Spreadsheet housing large body of evidence from social emotion growth to academic progress.	Student Support Team, Grade Level Leaders	In Progress
Regularly Scheduled Grade Level Leader Meetings	Refine problem solving process and data collection system; continue to build our system of universal, targeted, and intensive data tools in both academics and behavior. Implement Progress Monitoring.	09/15/2022 05/23/2025	Layered continuum of support, MTSS Matrix, Links to resources around functions of behaviors	Grade Level Leaders/Admin	In Progress
Check in/Check	Identify Practices, Plan and Conduct Professional Development, Determine Measurable Results, Monitor	09/15/2022	Illustrative Math resources, PLC	Teachers/Admin/Student	In Progress

out (Evidence-Based Practices)	Implementation	05/23/2025	Collaboration practices, MAPS	Support	
Regularly Scheduled School-Wide MTSS Meetings	Grade level teams identify root causes and functions of behaviors in order to develop and assign tiered interventions for all students.	09/15/2022 05/23/2025	Layered continuum of support, MTSS Matrix, Links to resources around functions of behaviors	Grade Level Leaders/All student facing staff	In Progress

Scheduled Adult Collaborative and Planning Time

What will success look like: Carmody Staff will continue PLC improvement efforts to ensure all contents are at an effective level of performance and collaboration. Staff will continue engaging in professional Learning opportunities around collaboration including Learning Labs in each content. Master scheduling for 22-23 included an extra planning period for all staff to provide added time for student feedback and planning for instructional excellence and an extraordinary student experience in the classroom.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research supports when adults collaborate effectively there is an increase in achievement and growth data for students. Teachers that work together and share a collective belief they can influence student achievement have a 1.57 effect size on student learning, according to John Hattie.

Associated Root Causes:

Instruction - Methodologies & Pedagogical Strategies:
Lack of alignment between classes in implementing the methodologies and strategies outlined in the math curriculum (Illustrative Math).

Instruction - Implementation of Guaranteed and Viable Curriculum:
Inconsistency and varying levels of fidelity related to implementation of the Illustrative Math curriculum.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Master Schedule Adjustment	Design systems to support additional planning time for all staff.	07/01/2022 05/25/2023 Quarterly	Admin	
 Math specific professional learning	Effectiveness measured on Math MAPs and classroom student achievement data including Math CFAs/CSAs.	09/15/2022 05/23/2025 Weekly	IL/Teachers	
 Student achievement data	Measured on student achievement and growth assessments.	09/15/2022 05/23/2025 Weekly	All student facing staff	
 Increased teacher effectiveness	Measured by formal/informal observations and scored according to the Teacher Effectiveness Rubric. Observation data collected during weekly PLC and planning as well as during Learning Labs. Periodic classroom observations targeted towards teacher-defined improvement goals.	09/15/2022 05/23/2025 Weekly	Admin/ILs	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Vendor and District Professional Learning	District/Vendor opportunities for learning around effective implementation of math curriculum. Professional learning dates attended by IL and shared with content team leading to aligned instructional strategies across grade levels.	08/16/2022 05/25/2023	Illustrative Math, Online Resources, Vendor and district training.	IL/Teachers	Not Started

Allocate Additional Time for Teacher Collaboration/Planning	Adjust master schedule to allocate time in the work day for teachers to collaborate and plan for instructional improvement.	09/15/2022 05/23/2025	Scheduling Documents	Admin/Teachers	In Progress
Instructional Learning Labs	Learning Lab cycle for all content including Admin Learning Lab. Scheduled learning labs aligned to school-wide focus around cultures of thinking.	09/15/2022 05/23/2025	District supports, documents and processes for Content Learning Labs, Feedback forward/ Observation Document/Learning Lab	Admin/Instructional Staff	In Progress

Improving Instructional Skill Sets for Teachers

What will success look like: Professional Learning will be designed with the ultimate goal to improve teacher skill sets in planning and disseminating effective differentiation and high level DOK in all classrooms. Improved observation/coaching practices aligned to teacher goals and that provide immediate bite-sized feedback will support the overall improvement of instruction around cultures of thinking in the classroom. Carmody has been utilizing the Illustrative Math Curriculum in 6th grade and is now a designated Cohort school by the district. All math teachers are now receiving specialized training, coaching, and resources to improve the overall implementation of the Curriculum.

Describe the research/evidence base supporting the strategy and why it is a good fit: Effective feedback leads to improvement in planning and instruction. Providing PD and opportunities for peer collaboration and observation through Learning Labs will support student engagement, common language and clear communication about expectations or instruction and planning for all teachers. Utilizing, with fidelity, a research based guaranteed and viable curriculum, according to Marzano from "What Works in Schools", is the single most important initiative a school/district can engage in to raise student achievement.

Associated Root Causes:

Instruction - Methodologies & Pedagogical Strategies:
Lack of alignment between classes in implementing the methodologies and strategies outlined in the math curriculum (Illustrative Math).

Instruction - Implementation of Guaranteed and Viable Curriculum:
Inconsistency and varying levels of fidelity related to implementation of the Illustrative Math curriculum.

Achievement Expectations:
Inconsistent expectations related to level of achievement for students with IEPSs.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Increased Teacher Effectiveness	Measured by formal/informal observations and scored according to the Teacher Effectiveness Rubric. Observation data collected during weekly PLC and planning as well as during Learning Labs. Periodic classroom observations targeted towards teacher-defined improvement goals.	09/15/2022 05/25/2025 Weekly	Admin/ILs	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
IL & GL Training and Learning	Leadership training/retreat to align with district and Carmody goals for improved student outcomes. Monthly meetings to identify strengths/areas of growth in implementation of alignment with district strategic plan.	08/15/2022 05/25/2023	Book - Cultures of Thinking, in-house developed activities to align district and Carmody around Strategic Plan.	ILs/Grade Level Leaders/Leadership Team	In Progress

Content specific professional learning	Professional learning dates attended by IL and shared with content team leading to aligned instructional strategies across grade levels.	09/15/2022 05/25/2023	Illustrative Math, Online Resources, Vendor and district training.	IL/Teachers	In Progress

Refinement of Intervention Process

What will success look like: Weekly, structured intervention time during the school day will be scheduled. Interventions for all as well as specifically identified students, especially in math, will be developed and implemented by staff as well as outside tutors through a district approved vendor.

Describe the research/evidence base supporting the strategy and why it is a good fit: Intensive tutoring that occurs one-to-one or in small groups on a sustained, daily basis, during the school day, supports the acceleration of student learning. Hattie identifies "Response to Intervention" with a significantly high effect size of 1.29 in terms of impact to student learning.

Associated Root Causes:

MTSS Process and Systems:
Lack of inclusion of students with IEPs in the school-wide MTSS process and tiered intervention planning.

MTSS - Interventions:
Variability and inconsistency by teacher when implementing math interventions during intervention time (Connections Classes).

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Student	Measured through student achievement and growth data on school-based and district assessments. Fidelity of delivery	09/15/2022 05/25/2023	All Connections Teachers/Admin/Student Support	

Achievement and Growth Data	measured through weekly observational data.	Weekly	Team
 High dosage tutoring Benchmarks	Effectiveness measured through student achievement and growth data from 3rd party vendor assessments.	10/17/2022 05/23/2025 Weekly	Vendor provided tutors/Site Coordinator/Admin

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Consistent Interventions	Delivery of weekly interventions for all and specifically identified students during Connections.	09/15/2022 05/23/2025	Intervention resources supplied by content teams	Teachers/Student Support Team	In Progress
 Master Scheduling supporting Students with IEPs	Assignment of Connections and Academic Focus classes to Learning Specialists designed to provide additional interventions to students on IEPs	09/15/2022 05/23/2025	IEP Goal Sheets, classroom curriculum supplied by content teacher and specialists	Learning Specialists/Admin/Classroom Teachers	In Progress
 High Dosage Tutoring	High dosage tutoring provided to specifically identified students on a 1 to 1 basis and/or small groups of no greater that 4 on a frequency of 3 times per week for 30 minutes.	10/17/2022 05/25/2023	Outside Vendor Resources	Outside Tutors supplied by vendor/Site Coordinator/Admin	Not Started

School Target Setting



Priority Performance Challenge : 7th Grade Math Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2022-2023: Increase 7th Grade Math Achievement by 3% to reach 19%.

2023-2024: Increase 7th Grade Math Achievement by 3% to reach 22%.

INTERIM MEASURES FOR 2022-2023: MAPS (Fall, Winter, Spring) CFAs/CSAs (Common Formative and Summative Assessments)

Priority Performance Challenge : Students with Disabilities - Math Achievement

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2022-2023: Increase Math Achievement across all grades for Students with Disabilities by 3% to reach 4%.

2023-2024: Increase Math Achievement across all grades for Students with Disabilities by 3% to reach 7%.

INTERIM MEASURES FOR 2022-2023: Desegregated data from MAPS (Fall, Winter, Spring) CFAs/CSAs (Common Formative and Summative Assessments).