



# Colorado's Unified Improvement Plan for School

HOPE Online Learning Academy Middle School UIP 2022-23 | District: Douglas County Re 1 | Org ID: 0900 | School ID: 3847 | Framework: Priority Improvement Plan: Low Participation | Draft UIP

## Executive Summary

### School Context

#### If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

#### DATA DRIVEN INSTRUCTION

HOPE will ensure that every student has access to a supported and rigorous learning experience that uses data to identify gaps in student learning/understanding and encourages students to take ownership of their own learning. HOPE will articulate and implement a consistent Critical Thinking instructional block that will engage all students in the use of higher order thinking tasks related to high leverage standards. HOPE staff at all levels will use a Professional Learning Community(PLC) protocols to analyze content specific data including formative and summative assessments to evaluate and adjust instruction.



#### SMALL GROUP INTERVENTION

Increase the frequency, consistency and effectiveness of small group intervention level instruction. Students with academic gaps will participate in frequent and effective small group instruction that will result in students demonstrating growth and achievement in grade level academic standards.



#### SUPPORTS FOR DIVERSE LEARNERS

Continue to enhance and refine instructional programming for diverse learners. Diverse Learners are identified early, their coursework is scaffolded and accommodated to meet their individual needs, and they have multiple opportunities for intervention with highly qualified staff weekly.



## PROGRESS MONITORING FOR SPECIAL POPULATIONS

Improve internal progress monitoring, and use of results to improve instruction for students with disabilities. HOPE Students with disabilities will have measurable growth through a combination of state and local assessments.



## PARENT COMMUNICATION AND ENGAGEMENT

Develop schoolwide systems to improve communication with families. HOPE will track parent contact and increase parent communication through progress reporting and parent involvement on the school accountability committee.



## Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

## LOW LEVEL CORE INSTRUCTION

Implementation of core curriculum lacks focus on higher level and more rigorous tasks.



## INCONSISTENT INTERVENTION INSTRUCTION

Lack of schoolwide structure to address intervention level instruction that closes academic knowledge gaps. All staff must refine the data team protocols to include a focus on the gaps in student learning, and use data to improve student achievement and growth.



## DATA ANALYSIS AND DATA DRIVEN PROTOCOLS

Lack of consistent data analysis and data drive protocols. PLCs have met inconsistently and often focus on the needs and gaps of individual students instead of sitewide trends or overall instructional equality.



## LIMITED DIFFERENTIATION

Supports and scaffolds and the core curriculum program are not effective in addressing the needs of diverse learners. The online curriculum was not designed for language learners and lack the scaffolds and supports needed for these students to be successful.



## LOW PARTICIPATION

Low participation among students with disabilities resulted in n-size that made it difficult to analyze and identify school-wide strategies to improve achievement and growth. In addition, more focus on progress monitoring.



## INCONSISTENT COMMUNICATION WITH FAMILIES

Inconsistent and ineffective systems for communication with families. Staff inconsistently communicate and plan with families around academic expectations, student progress and assessment performance.



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

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

**ACHIEVEMENT CONTINUES TO BE WELL BELOW EXPECTATIONS IN READING AND MATHEMATICS.**

CMAS English Language Arts dropped to 4th percentile. CMAS Math dropped to 2nd percentile.



### **LANGUAGE GROWTH MUST BE ACCELERATED TO SUPPORT ACHIEVEMENT.**

Language growth remained below 50 MGP. To facilitate academic achievement, language growth must be accelerated across all language acquisition levels.



### **NON-REPORTABLE GROWTH FOR STUDENTS WITH DISABILITIES.**

A lack of consistent local assessment data for progress monitoring. HOPE students with disabilities (N:26) is less than 10% of overall population.



### **LIMITED FAMILY ENGAGEMENT.**

In 2022, parent excusals on state assessment increased. We also had lower participation in the family survey and other engagement efforts, such as parent/teacher conferences.

