



HOPE

ONLINE LEARNING ACADEMY

Universal Improvement
Plan Presentation

December 13, 2022

Who We Are

Community-based Blended Learning:

Learning Sites are safe, supportive environments able to accommodate the diverse needs of neighborhood students. In-Person Students (960) attend Learning Centers 4 days a week, rotating between individualized online lessons and classroom instruction led by certified teachers and assisted by community mentors. Other students (791) learn mainly online and “drop-in” to their Ed Zone when they need additional support.

Diverse Student Body:

Serving secondary students in grades 6-12, the majority of HOPE students qualify for FRL (75%) and are Multilingual Learners (25%)

Student Engagement:

HOPE offers resources – like a lunch program – as well as school-sponsored activities including sports, clubs and field trips to engage and support students.

HOPE CO-OP

This unique model of blended learning via community directed partnerships is predicated on the social change theory that if communities are involved in creating stakeholder driven educational systems within local neighborhoods, then families and communities will be empowered to guide their children’s educational pathways, thereby increasing student success.

(Mediratta , et. al., 2008)



Community Driven Education

Mission

HOPE students matter. At HOPE, students achieve more than they ever thought possible. Through our small, community-driven, diverse learning environment, students gain the knowledge and skills to become leaders in their community.

Vision

At HOPE,
you:

Belong

Believe

Become



HOPE Governing Board

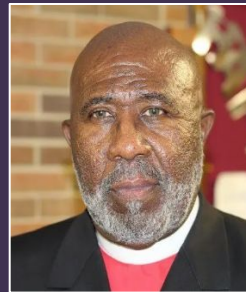
A charter school board must truly represent the community it serves; its members must demonstrate an understanding of the community.



Kimberly Rossi
(Board Chair)
*Sr. Vice President of
Commercial Insurance,
Assured Partners of
Colorado*



Bill de la Cruz
(Board Vice Chair)
*Former Director of
Diversity, Equity and
Inclusion, Denver Public
Schools*



Bishop Jerry Demmer
*Servant Chair and Chief
Executive Officer The
Absolute Word Church And
CEO of One Accord
Movement Ministry*



Dr. Kristine A. Turner
*Clinical Psychologist, Sole
Proprietor of New
Beginnings, Director Youth
Leadership Douglas County*



Jeff Vigil
*Territory Manager, Produce
Operations Specialist,
Albertsons Companies
(Safeway)*

School Accountability Committee

- ★ Chair: Victoria Aguilar - Director, Maranatha
- ★ Vice Chair: John O'Dell - Parent & Life Coach, Global Advantage Canon City
- ★ DAC Liaison: Kim Garcia - HOPE Academic Liaison
- ★ Jennifer Kuehl - HOPE Site Coordinator
- ★ Sonia Silva - Manager, New Heights Academy
- ★ Sandra Ortega - Parent, Action
- ★ Trisha Encina - Mentor and Parent, Alpha Academy
- ★ Heather O'Mara - HOPE CEO
- ★ Melanie Stone - HOPE Executive Director of Community Engagement
- ★ Christyn Holmes - HOPE Executive Director of Curriculum and Instruction





School Performance Framework Summary

Middle School Performance Framework Results

Priority Improvement Plan: Low Participation

40.0/100
Points Earned

Year 0^

Test Participation Rates*

Subject	Total Records	Valid Scores	Participation Rate	Parent Excusals	Accountability Participation Rate
English Language Arts	405	319	78.8%	83	99.4%
Math	406	321	79.1%	80	98.5%
Science	162	110	67.9%	48	96.5%



Middle School CMAS Parent Excusals Pre and Post Pandemic

	ELA	Math	Science
2019	2.1%	2.1%	2.2%
2022	20.5%	19.7%	29.6%

[Full Report Link](#)

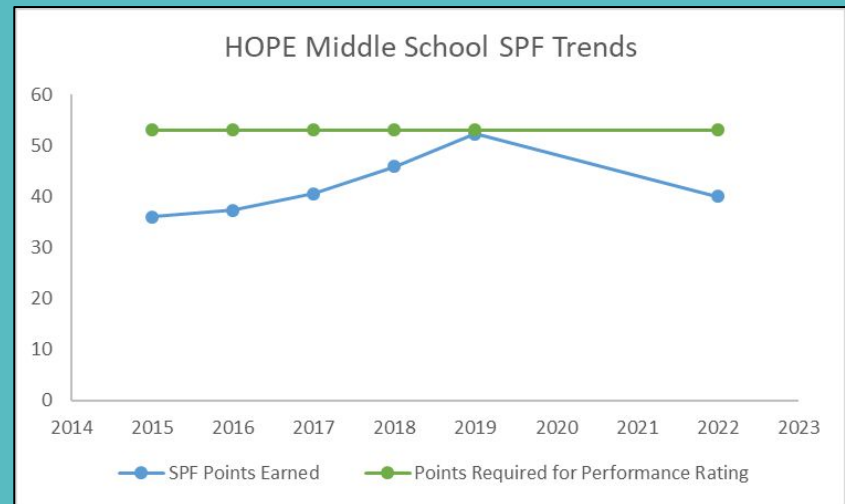
HOPE Middle School Performance Framework Results and Trends

Priority Improvement Plan: Low Participation

40.0/100
Points Earned

Year 0^

Year	Points	Performance Rating
2022	40	Priority Improvement: Low Participation
2019	52.3	Improvement
2018	45.9	Improvement
2017	40.6	Priority Improvement
2016	37.3	Priority Improvement
2014	36	Turnaround



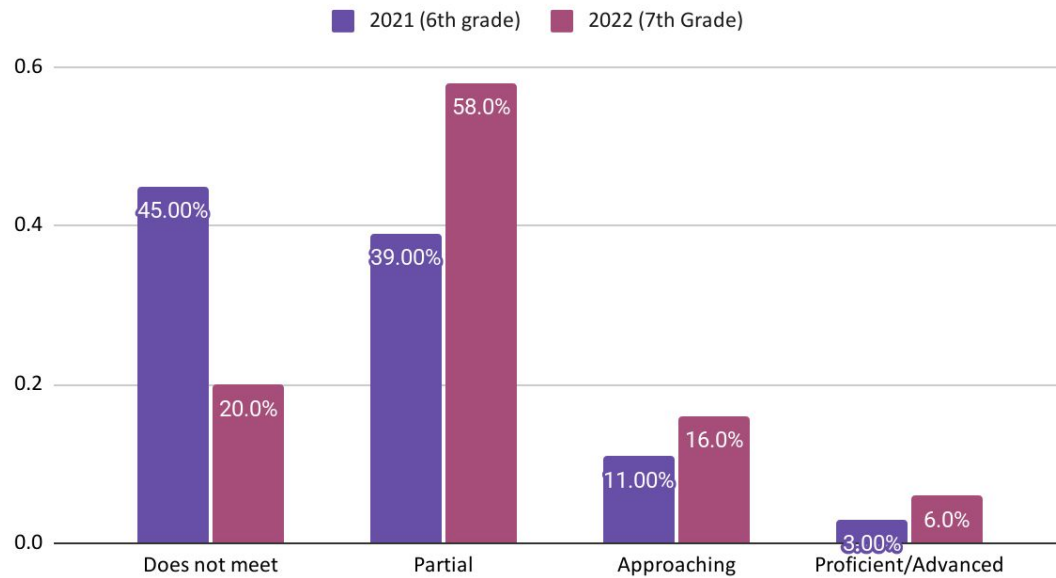
Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	25.0%	10.0/40	Does Not Meet
Academic Growth	50.0%	30.0/60	Approaching



Data Analysis

Math CMAS Cohort Comparison (N:83)

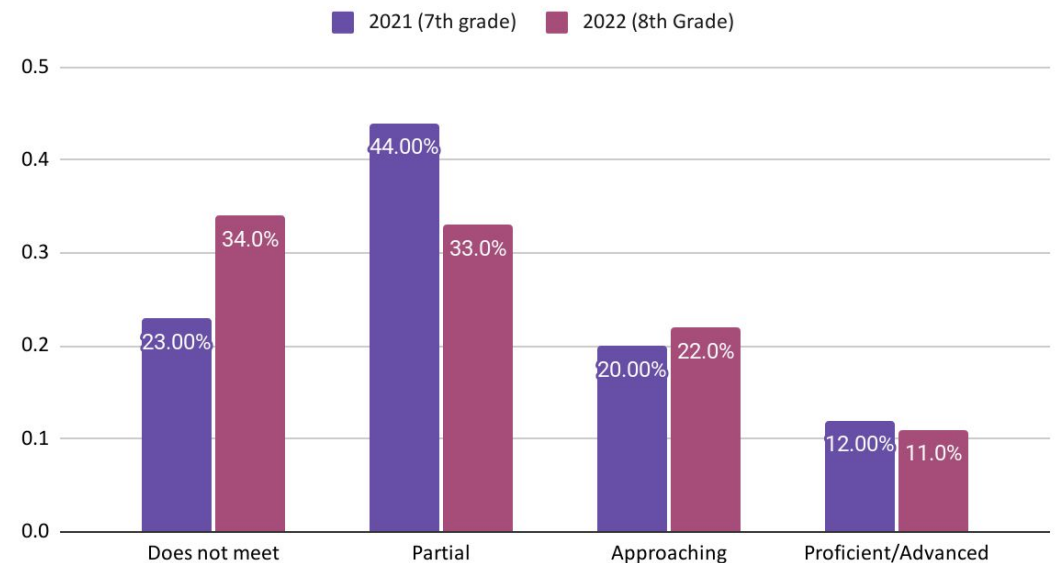


CMAS Cohort Data

- Cohort data suggests that math performance improved and students move up levels
- Percent of students meeting expectations in ELA stayed stable, but increased in the does not meet category increased

- Over 20% of 7th grade cohort and 30% of 8th grade cohort students where opted out of testing by parents
- Our analysis of students not tested show an overrepresentation of students of White and Native English Speakers in the group opted out by parents

Reading/ELA CMAS Cohort Data (N: 79)



Data Analysis Summary

- Pervasive challenges to grade level achievement and growth in all content areas continue to exist
- Limited CMAS Cohort data shows small gains from previous year.
- Fall to Spring iReady scale scores demonstrate growth from fall to spring but fell short of significantly closing achievement growth
- Mental health and other SEL factors continue to interfere with student learning
- Parent and student surveys continue to show high levels of satisfaction, but highlighted socio-emotional concerns including increase in bullying





UIP Improvement Strategies and Action Steps

UIP Planning Process

- The UIP is developed using a data-driven process in collaboration with the HOPE Academic Advisory Board (School Accountability Committee, or SAC) that includes parents, mentors and directors, reading, general education, special education teachers, English language specialists, community members, and school administrative personnel
- Review of multiple academic data sources including: CMAS Achievement and Growth, iReady Diagnostic and Standards Mastery assessments and online core coursework
- Review of other school data including parent and student surveys, attendance, discipline and mental health referrals

2023 Performance Targets

English Language Arts

- CMAS Mean Scale Score in ELA will increase from 715 to 725 (approaching)
- CMAS ELA MGP will increase from 41 to 46
- iReady ELA Spring average percentile will increase from 25 to 30
- 55% or more of students will meet their Fall to Spring iReady growth target in ELA
- Access MGP will increase from 38 to 40

Math

- CMAS Mean Scale Score in Math will increase from 707 to 716 (approaching);
- CMAS Math MGP will increase from 40 to 50
- iReady Math Spring average percentile will increase from 25 to 30
- 55% of students will meet their Fall to Spring growth target in Math

Engagement

- Parent excusals for state testing will decrease by at least 10%

Major Improvement Strategies

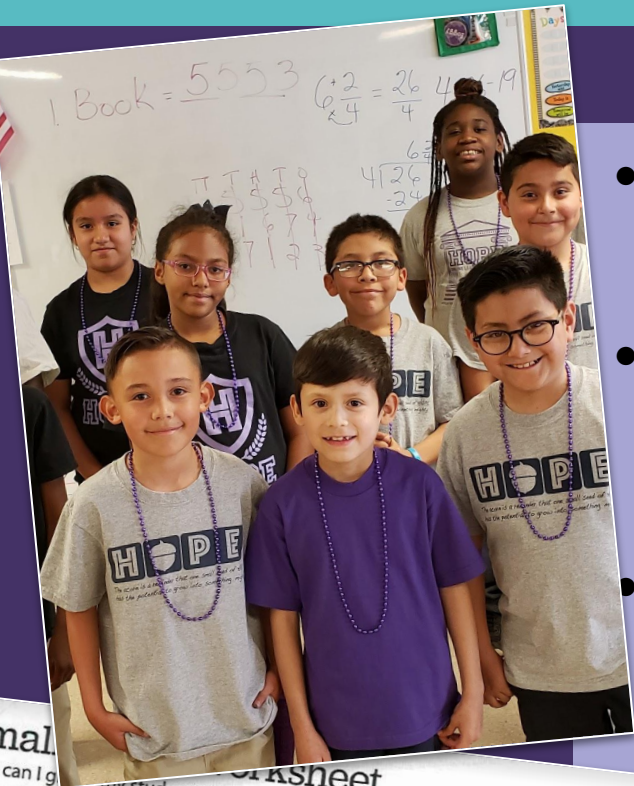
1. Every student has access to a supported and rigorous learning experience that uses data to identify gaps in student learning/understanding and encourages students to take ownership of their own learning
2. Increase the frequency, consistency and effectiveness of small group intervention level instruction
3. Continue to enhance and refine instructional programming for diverse learners
4. Improve internal progress monitoring and use of results to improve instruction for students with disabilities
5. Increase student and family engagement



2022-2023 UIP Action Steps

Data Informed Core Instruction	Small Group Interventions	Increased Support for Special Populations	Parent and Student Engagement
KEY ACTION STEPS	KEY ACTION STEPS	KEY ACTION STEPS	KEY ACTION STEPS
<ul style="list-style-type: none"> • Consistent implementation of Critical Thinking with formative assessments that include written analysis and explanation • More formal center based PLC structures with standardized reporting and accountability • Addressing the socio-emotional factors that interfere with learning, specifically targeting bullying 	<ul style="list-style-type: none"> • Schoolwide Intervention plan and monitoring • Improved use of iReady and other data sources to identify learning targets • Increase the frequency of groups for mathematics • Increase administrative observation and accountability of intervention groups 	<ul style="list-style-type: none"> • Implement new researched based Language Development and Literacy curriculum, E3D • Customize online core courses in other contents to embed scaffolded supports for special populations • Increase direct service with highly qualified staff through Power Block • Hire additional SSP providers 	<ul style="list-style-type: none"> • Recruit more parents for SAC committee • Parents will receive weekly progress reports • Improve the public facing website to increase access for families • Increase home visits to remote learners and habitually truant students • Involve students in goal setting activities

Accountability Structures Implemented Fall 2022



- Enhanced Critical Thinking lessons with formative assessments that mirror released items from CMAS and include writing
- Schoolwide assignment and monitoring of intervention groups including required weekly lesson plan submission and review, administration observation of intervention groups
- Power Block structure - daily core content instruction for Special Education and Multilingual Learners taught by highly qualified and specifically endorsed HOPE teachers. This instruction happens during the same period block at all site each day. Although teaching is delivered via synchronous digital platform across multiple sites, instructional paras are physically present with students during this time to support students

Worksheet

Functional priorities? *New Heights: Edna 6-7*

Level, and/or Class: *6th & 7th*

Instruction Topic: *Fractions*

Date: _____

Teacher or Name: _____

Group Selection Criteria: (e.g., students who placed similar) *# Divisions*

Multiplying Fractions

Observations, Strengths, and Instructional Priorities

Reasoning fractions and the difference between multiplying & dividing

Data Driven Instruction - Center Action Planning

Center Data Action Planning Form 11/14/2020

Each week review all the performance data available and select the area (iReady, Edgenuity, etc.) to focus on for the next week and complete all of the questions and goal setting in that area. Please let your principal know when you complete the form.

Instructional Focus Area for the Week: iReady Reading Online instruction and Intervention Groups

Were goals met last week? (Y/N)	Identify 3 strengths	iReady Goal Setting	List 1-3 the need
Yes	1 Most of the students are passing lessons with 80% or above.		1. Get s
Math Average time 190.05	2 Students are respecting the time allotted daily for iReady.		2 Have
Reading Average time 208.93	3 Less students are being shut off the domain they're currently working on.		3 To wo and or d
Math % of Lessons Passed 79	3 areas for growth		What m meet yo
Reading % of Lessons Passed 67	1 While the number of Math lessons passed has increased, Reading still is a challenge.		1 Closel
	2 Having students be more engaged during lessons.		2 Monito
	3		3

Staff Actions - Please share what various roles will do to ensure success

Director(s) will:	follow up with mentors and paras
Site Coordinators will:	support mentors and paras
Mentors will:	monitor students closely on both counts
Other support staff will:	make sure to reach out to mentors

- Common Action Plan tool that is completed by Learning Site Directors and HOPE Academic Site Coordinator on a weekly basis and reviewed by HOPE Academic Liaison assigned to center
- HOPE Academic Leadership team member participation in Center PLC on a monthly basis to guide and support common PLC structure and reinforce accountability

Overall Placement	Overall Relative Placement	iReady Grouping	Annual Stretch Growth Measure	Group Name/Number (ie 6th grade group 1)	Intervention Group Meeting Times
Level 5	1 Grade Level B		1	35	Group level 5/6 Wednesday/Friday (9:30-11:30)
Level K	3 or More Grade		1	35	NEP Math Group Thursday /Friday (11:30-1:30)
Level 2	3 or More Grade		1	35	NEP Math Group Thursday /Friday (11:30-1:30)
Level 3	3 or More Grade		1	35	Group Level 3 Wednesday/Friday (11:30-1:30)
Level 4	2 Grade Levels B		1	30	Group Level 4 Tuesday/Thursday (1:30-2:30)
Level 4	2 Grade Levels B		1	30	Group Level 4 Tuesday/Thursday (1:30-2:30)
Level 3	3 or More Grade		1	35	Group Level 3 Wednesday/Friday (11:30-1:30)
Level K	3 or More Grade		1	35	NEP Math Group Thursday /Friday (11:30-1:30)
Level 3	3 or More Grade		1	35	Group Level 3 Wednesday/Friday (11:30-1:30)

Commitment to Academic Success

- HOPE leadership, HOPE's Governing Board, and HOPE's community partners are committed to the achievement of our students.
- Based on the current trajectory, HOPE strongly believes that the implementation of the proposed UIP will lead to greater academic success for HOPE's students.
- Our Governing Board are supporting HOPE and providing the accountability and laser-focus necessary to push HOPE to attain a greater level of student achievement.
- HOPE is committed to improvement and will not stop our efforts for improvement

Thank You!

