



# Colorado's Unified Improvement Plan for Schools

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

## Table of Contents

Last Year UIP: [HOPE Online Learning Academy Middle School UIP 2021-22](#)

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

## Executive Summary



### Priority Performance Challenges



### Root Cause



### Major Improvement Strategies

- *Achievement continues to be well below expectations in reading and mathematics.*



- Low Level Core Instruction
- Inconsistent Intervention Instruction
- Data Analysis and Data Driven Protocols



- Data Driven Instruction
- Small Group Intervention

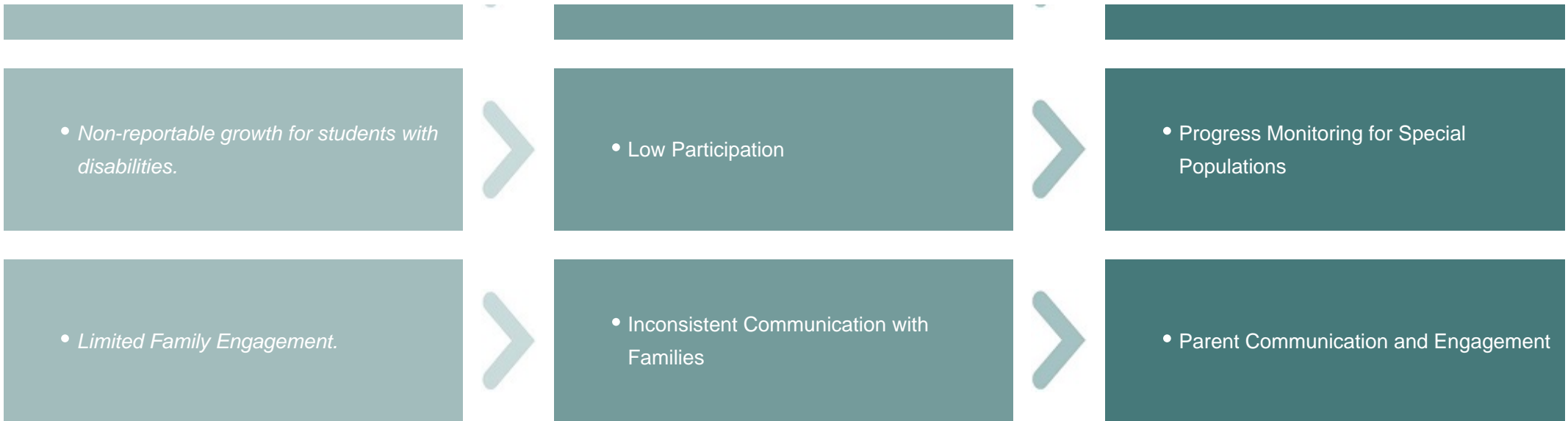
- *Language growth must be accelerated to support achievement.*



- Limited Differentiation



- Supports for Diverse Learners



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

HOPE Online Learning Academy Co-Op (HOPE) is a non-profit charter school authorized by the Douglas County School District (DCSD) and certified as a multi-district online school by the Colorado Department of Education (CDE). Since the 2005/2006 school year, HOPE has served Colorado 6-12 students using a community-based blended learning model, which currently includes a network of 23 community Learning Sites in 15 Colorado school districts. HOPE Middle School serves students at 12 Learning Sites.

HOPE strives to provide a student-focused 6-12 educational program through a blended learning environment for students who are historically underrepresented in the online/blended education system. HOPE's model utilizes a community-driven educational system with a focus on attendance, affiliation, achievement and aspiration, which combine to enable our students to acquire the knowledge and skill to become future leaders in the community. This unique model of blended learning, via community-directed partnerships, is predicated on a 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.

HOPE provides a safe, caring and engaging learning environment that empowers students to grow academically as well as social-emotionally. Through partnerships with Learning Sites we are able to provide students and families small, quality learning environments that represent their community and cultural voices. HOPE's Mission: HOPE students matter. At HOPE, students achieve more than they ever thought possible. Through a small, community-driven, diverse learning environment, students gain the knowledge and skills to become leaders in their community. HOPE's Vision: At HOPE you: Belong, Believe, Become.

### **Key Program Elements**

HOPE serves Colorado students using a community-based blended learning model, which currently includes a network of 12 community Learning Sites serving middle school. At each Learning Site, students receive in-person instruction for a full school day, four days a week with one day remote to support professional development, planning, and collaboration. On Professional Development day, students work remotely with support from their Colorado licensed virtual teachers. Core curriculum is delivered via online platform provided by Edgenuity/Imagine learning or Edmentum. Additionally, iReady and Exact Path adaptive online curriculum is utilized for literacy and mathematics intervention. Students identified as second language learners are provided with online and offline instruction to acquire language, vocabulary and comprehension with 90-180 minutes of offline intervention from an CLD teacher. The majority of HOPE students have an individualized learning plan of some type, (i.e. READ plan, English Language Development Plan or IEP). In addition to the online interventions available to every student, highly qualified/certified staff also provide intervention instruction in small group and individualized settings so that every student at HOPE receives needs based intervention support that is aligned to grade level instruction. Intervention programs used include iReady, Exact Path, and English 3D.

At the Middle School level students are engaged in a range of formative and summative assessments to support staff in making instructional decisions. iReady diagnostics in both literacy and mathematics are administered to all 6-8 students three times a year. Standard specific iReady assessment is administered between diagnostics five times a year. In addition, intervention progress monitoring in both content areas is given to students with learning plans on a monthly basis. In order to determine language proficiency level new elementary English language learners are given the WIDA upon enrollment, they participate in ACCESS testing once a year and are engaged in progress monitoring to measure growth and identify needs. Students are expected to participate in CMAS testing in Math, ELA and Science.

The HOPE system is structured to build community capacity by coaching "educators within and of the community" culturally-congruent educators from the community. Mentors with diverse educational and cultural experiences are recruited from the community to provide classroom support and instruction. The online Edgenuity and Edmentum platforms provides Colorado licensed educators in the specific field of study as well as on demand concept coaches to support academic mastery and course completion. Additionally, Certified HOPE staff (Academic Site Coordinators, Title I Interventionist, CLD and SPED Teachers) support classroom intervention and critical thinking by modeling, co-teaching and coaching classroom mentors in all components related to planning and delivering differentiated intervention, and offline grade level instruction that is aligned to Colorado Academic Standards. Certified staff plan instruction alongside mentors, share important student data and provide on-going progress monitoring to ensure students receive quality instruction and support in every HOPE classroom. Based on a restructuring of services, students identified as English Language Learners receive 90-180 minutes of weekly intervention and instruction from a TESOL or ELD endorsed specialist.

HOPE serves a diverse and changing population of students as shown in the table below. Enrollment decreased in 2021-22 due to the closure of the elementary school in 2019-20. This closure limited the feeder system into the middle school. This past school year 50% of the 414 middle school enrollees were new to HOPE. The demographics of HOPE continue to shift with an increase of students identified as non-white. The 2021-22 HOPE enrollment demographics include 82% students of color, 45% English language learners, 8% homeless, and 64% free and reduced lunch. Enrollment decreased further in 2022-23. Although 2022-23 October count is not official at this time, our middle school enrollment is 394 students. Thirty-eight percent (38%) new to HOPE, of new enrollments 95% are incoming 6th grade students. The student demographic data suggests the student population includes 80% students of color, 45% English language learners, 12% homeless, 65% free and reduced lunch, and 7% with disabilities.

<b>HOPE Online Academy Co-Op Middle School October Count</b>									
<b>Year</b>	<b>Total Enroll</b>	<b># Minority</b>	<b>% Minority</b>	<b># F/R Lunch</b>	<b>% FRL</b>	<b># ELL</b>	<b>% ELL</b>	<b># Homeless</b>	<b>% Homeless</b>
2017-2018	564	439	86%	354	63%	175	31%	45	8%
2018-2019	586	464	79%	404	69%	217	41%	70	12%
2019-2020	589	477	81%	455	77%	230	39%	84	14%
2020-2021	651	526	81%	496	76%	264	42%	76	12%
2021-2022	414	343	84%	264	64%	190	45%	33	8%

<b>2021-2022 Student Count by Grade Level</b>	
<b>Grade</b>	<b>Total Number of Students</b>
6	97
7	153
8	164
Total	414

Based on these demographics, HOPE is identified as a Title I school. Title funds are used to fund intervention instruction to identified students social-emotional support, and support parent engagement initiatives. Additional funds from Title II and Title III are used to support on-going professional development for all staff.

### **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, academic site coordinators, English language specialists, community members, and school administrative personnel. This committee meets every six weeks using data to inform a recursive cycle of improvement. HOPE's Academic Advisory Board has monitored attendance, re-enrollment, iReady, ACCESS, mobility rates, discipline incident reports, student and parent surveys to monitor progress and identify continued areas of need and to develop targets for the UIP. Since schools did not receive school performance framework ratings for the past two years, we analyzed of prior assessments including the School Performance Framework (SPF) for 2019-20, and school assessment and demographic data to help provide a picture of HOPE students. Families were sent letters regarding our school performance rating, improvement status, information about the UIP strategies and an invitation to provide feedback in October 2022. This communication was provided in both English and Spanish. This feedback has been used to evaluate the 2021-22 UIP as indicated and guide for the 2022-23 UIP. Additional feedback from Management Partners, HOPE Governing Board and Douglas County School District staff has been implemented.

**Note: Because the results of the spring 2022 state CMAS assessments may not be representative of HOPE's student body and provide insufficient validity for the use of those scores to determine student needs, we used 2021-22 local assessments and refer to the cohort data from the 2021 and 2022 large scale assessments to confirm the continuation or changing of school targets. We also analyzed ACCESS results for the past three years to support our needs assessment for our students identified for ELL services.**

### **Narrative on Data Analysis and Root Cause Identification**

In an effort to gain a clear picture of HOPE's performance a review and analysis of a wide range of data points was conducted. HOPE leaders gathered and analyzed information on student attendance, discipline referrals, parent and student feedback, academic achievement, academic growth as well as language growth for EL students.

Based on the 2022 SPF, HOPE decreased in the overall rating from 52.3 in 2019 to 40.0. The Academic Achievement rating remained at the "Does Not Meet" level in

both ELA and Math compared to 2019, with the ELA percentile rank decreasing from 8 to 4 and math decreasing from 9 to 2. Academic growth for both the 2022 ELA and math are "Approaching" with the MGP of 41 and 40, respectively. It should be noted that it is not clear how the participation rate impacts the representativeness of these scores compared to the middle school population since 20% of 6th and 7th graders and 30% of 8th graders were opted out of testing by parents/guardians. Disaggregation of the not tested population indicates disproportionality of certain subgroups, which affect our confidence in the use of this data to guide improvement efforts. Further, the sample size used to calculate HOPE's student growth for CMAS overall is very small (ELA 55% and math 62%) and cannot accurately reflect the middle school population performance. The current research is clear the precision of the SGP/MGP is affected by student population characteristics and the reliability compromised when sample sizes are small (Candal, Bean & Paxton, 2019; Lockwood & Castellano, 2017; REL, 2016).

Since HOPE's middle school achievement scores remain far below the expected level, HOPE staff have analyzed student achievement and sub scores from local assessments to identify performance challenges as well as root causes. Ultimately, this led us to determine major improvement strategies that would align with our goals of moving students forward in developing skills necessary to perform at grade level on rigorous tasks required within the Colorado Academic Standards.

HOPE's smallest subgroup at the middle school level, students with disabilities, have a n-size that precludes reporting. Locally we have monitored these students individually and as a cohort. In the 2021-22 school year saw growth among these students at an average of 20 scale score points in English Language Arts, and an increase of 8 scale score points in mathematics based on AIMSWEB progress monitoring used to track progress toward meeting IEP goals.

## **Looking Back: Highlights from 2020-21 Improvement Strategies:**

HOPE's UIP is a strategic plan that guides our priority actions each year. In the beginning of the 2019-2020 school year, HOPE began a process to look deeper into Core curriculum content to identify areas of weakness and mis-alignment or inadequate coverage of Colorado Academic Standards. As a result, the decision was made to use the online Edgenuity platform exclusively for courses that are supported by Colorado licensed virtual teachers and concept coaches to increase content mastery with offline specific interventions for students based on need. Therefore, the 2021-2022 UIP included strategies and actions to be taken to implement a more rigorous Core curriculum that aligns with standards and offers students opportunities to practice and gain proficiency in the standards. In addition, HOPE takes steps to ensure strategies implemented in prior years continue to be in place and built upon. Under each bolded UIP strategy statement is a summary of the significant actions HOPE has completed over the past year and a half.

### **Improve the Overall Quality of Classroom Instruction:**

- Standard aligned lesson resource banks were created for ELA, Math and Language Development to provide models/exemplars of differentiated instruction.
- Licensed virtual teachers were available to support students academically as well as on demand concept coaches for immediate assistance.
- Intervention in math and literacy occurs each day. Academic critical thinking occurred twice a week to increase students access to grade level rigorous thinking.

- A power block structure was developed to provide synchronous instruction to multilingual learners and students with disabilities. This resulted in twice direct service time for these populations.

#### **Implement a Data-Driven Decision Making System HOPE-wide:**

- iReady diagnostic and standards mastery was implemented during the 2021-22 school year to provide more frequent data to support staff in grouping students, providing targeted instruction based on need and to monitor student growth and progress towards meeting ELA and Math standards.
- Professional development was provided to staff to support the identification of high potential, twice exceptional and gifted and talented students in underrepresented populations including English Language Learners.
- Meaningful Monday implemented to provide on-going professional development, additional time for collaborative planning, and PLC meetings.
- HOPE continued its partnership with the University of Denver's Turnaround Success Program. During the 2021-22 school year, Learning Site Directors as well as HOPE staff participated in four training sessions focused more specifically on designing equitable education systems by developing intercultural competencies. Building Leadership teams received small group coaching on reestablishing and redesigning school expectations after COVID 19.
- Learning Sites will continue to refine and implement plans to impact student achievement as well as attendance rates in the current and upcoming years.
- The HOPE Board and Executive Leadership was provided with regular data in order to support them in making decisions based on data.
- A School Accountability Committee comprised of community members, parents, Management Partners, DCSD representative, HOPE Leadership, and HOPE Board is in place and meets regularly to evaluate HOPE's progress on the UIP.
- Special education and EL services were increased providing more support based on data and needs.
- IEP goals were rewritten with greater alignment to grade level standard and expectations.

#### **Refine HOPE Staffing to Meet the Needs of Each Learning Site**

- HOPE staff continue to be assigned to Learning Site based on data and specific Site needs. Needs assessments, Learning Site and staff evaluations were conducted to ensure the most effective placement of HOPE staff with a specific Learning Site.
- HOPE Academic Liaisons were again assigned to Learning Sites to oversee academic performance, to coach and support directors/managers and to provide direct supervision to HOPE teachers.
- Curriculum specialists were hired to develop offline standards based critical thinking lessons in ELA and Math. Curriculum specialists also provide professional development to instructors.

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### **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).

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

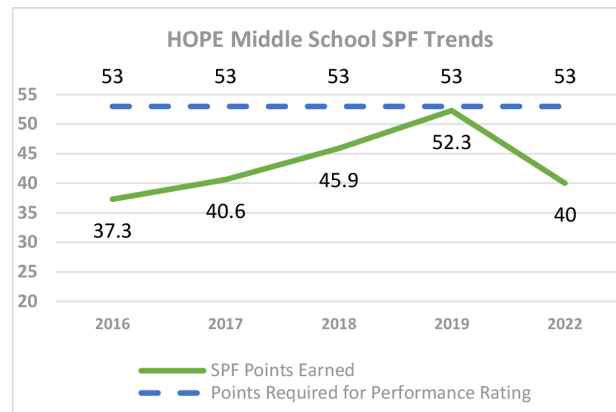
## Current Performance

- Since we had limited state assessment data the past two years, we relied on prior trends and local assessment data to determine priority improvement strategies. Prior to the pandemic, our efforts and continued implementation of a complete and comprehensive curriculum have had positive impacts resulting in upward trends in HOPE’s achievement data. HOPE demonstrated improvement across 5 years of accountability ratings..

For the 2021-22 school year, HOPE's SPF score dropped to 40, placing HOPE in the Priority Improvement Low Participation Plan rating. This rating is a result of low participation in testing that we believe impacted growth measures. Although the overall points dropped from 2019, it is level with the 2017 results when participation was significantly higher. This suggests the results may not be representative of all HOPE students and may not provide an accurate picture of student performance given the number of students who did not test.

### Middle School Performance Framework Ratings

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



Low Participation was caused by a significant increase in parent excuses.



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%

### Student and Family Feedback

HOPE administers an annual student affiliation survey and a parent satisfaction survey, which are both made available in English and Spanish. The student affiliation survey is given to all students in early May and the parent survey is collected from March through the end of May. Both surveys ask students and families to rate their satisfaction with programs (academic, social, emotional, and athletic), and the school climate. Five-year trend data indicate high levels of parent satisfaction with their child's experience at HOPE (Table 4). Below is a representation of questions and overall percent of satisfaction. It should also be noted that questions associated with the HOPE Parent Survey were identified and based upon the nationally validated survey from the Quaglia Institute (School Voice Report,

2016).

**HOPE wide Parent Survey Results 5 Year Trend 2016-2021 % Agreement**

Survey Question	2017	2018	2019	2021	2022	2 Yr Diff
Attendance has improved	81%	76%	83%	79%	80%	1%
Attitude toward school is better	84%	84%	89%	85%	84%	-1%
Grades have improved	82%	83%	90%	81%	88%	7%
Quality of education has improved	82%	82%	88%	82%	92%	10%
The curriculum is helpful to my student.	87%	82%	90%	91%	89%	-2%
I receive information about the curriculum my student is learning.	82%	81%	85%	79%	81%	2%
I am well informed about my student's academic progress.	89%	88%	92%	89%	92%	3%
I am satisfied with my student's academic progress.	85%	85%	90%	89%	87%	-2%
I feel respected at our school.	94%	91%	94%	98%	95%	-3%
I feel like the staff at our school care about my student.	94%	91%	95%	94%	98%	4%
I feel that my student belongs at this school.	85%	87%	93%	96%	82%	-14%
I feel comfortable talking with the staff.	94%	90%	95%	96%	97%	1%
Our family feels welcomed when we attend activities at our school.	94%	91%	92%	89%	94%	5%
My student is safe at our school.	93%	89%	93%	96%	89%	-7%
Discipline problems are handled appropriately.	81%	79%	86%	80%	78%	-2%
<b>Overall Median</b>	<b>85%</b>	<b>85%</b>	<b>90%</b>	<b>89%</b>	<b>89%</b>	<b>0%</b>

Sixty-three middle school parents responded to the 2022 parent survey. Of these families, sixty-five percent responded using the English survey, and 35% completed the Spanish translated version. Thirty-one percent of these were new to HOPE and 44-74% had at least one student enrolled for three or more years. Of these, 74% reported that they like the small learning environment, with 58% reporting they like the additional attention provided to their child as a result of the small environment. Thirty-three percent reported that they selected HOPE because their child was not doing well in the previous school; 33% responded their child was not getting the individual attention he/she needed for learning; and 23% indicated their child had issues with bullying prior to coming to HOPE.

The mean for the 2021 survey was 4.25 (n=96). The mean score for the 2022 survey was 4.31 (n=63), showing a slight, non-significant increase. Current and previous parent studies conducted with the University of Colorado at Denver suggest that the three most important indicators of success for most parents was based on whether their child felt safe and wanted to go to school each day, whether their child was making progress in the classroom, and whether the teaching staff cared for their child. Noteworthy, is that families indicated that test scores from state assessments were not critical in their decisions about whether they feel their child is in a quality school. Parents also reported the following as important to their child's success:

- Communication between parents and the school about student progress in a format parents can understand (e.g., staff from the same language background, updates and materials through a variety of media formats, etc.)
- Positive and respectful relationship between staff and students
- Individualized attention to students when needed
- Small class size
- Consistent and equitable discipline structures
- Anti-bullying emphasis
- Qualified teachers
- Teacher training promoting greater understanding and application of strategies to work with diverse students
- Art, music and additional extracurricular activities
- Transportation and convenience

The Student Affiliation Survey has been administered annually for the past seven years. Questions for this assessment has been adapted from a well-established, validated student survey created by the Quaglia Institute, the *Student Voice Survey*. Based on a 5 point Likert scale rating (Always to Never), students respond to questions about learning, support from staff, school wide and classroom discipline, and safety. The overall mean score for middle school in 2019 was 3.99 (n=390). The 2021 overall mean score for middle school was 4.58 (n=139) showing increases that were significant (p,.001). The survey was changed in 2022 to include questions specifically about bullying. The 2022 overall mean score was 3.89 (n=227). Since the survey was changed from the previous year, we cannot compare a two-year change with confidence. The following provides responses over the past five years with the addition of the new

questions.

**HOPE Student Affiliation Survey 5 Year Comparison**

	2017	2018	2019	2021	2022
I feel the adults in this center know and care about me	80%	67%	77%	87%	74%
The teaching staff at the center help me when I don't understand my work	86%	77%	86%	94%	86%
The teaching staff let me know when I am doing well and on track with course completion.	82%	81%	88%	91%	88%
It is important that I attend school	85%	87%	88%	92%	85%
It is important to the adults at the center that I graduate	81%	75%	80%	81%	81%
The adults at the center believe I can go to college after I graduate	70%	64%	75%	81%	55%
I think the center is safe for students	78%	64%	75%	90%	79%
I have my teacher or other adults I can go to when I don't feel safe or someone is giving me problems	74%	65%	73%	78%	74%
There is a regular schedule of classes that we follow at the center	82%	79%	86%	93%	79%
The students here are expected to act appropriately	80%	80%	82%	88%	82%
I like coming to this school.					57%
The adults here are encouraging					77%
The staff encourage me to do my work					86%
<b>Overall Median</b>	<b>80%</b>	<b>75%</b>	<b>81%</b>	<b>87%</b>	<b>79%</b>

Of those completing the survey, 58% agreed or strongly agreed to the statement they have not been bullied at or around the learning site, and 21% agreed or strongly agreed they had witnessed someone else being bullied during the school year. Results are disaggregated and reviewed each year with the Learning Site Director, building leadership teams, Student Services and the HOPE Academic Advisory Board (SAC) to address trends. Based on the analysis of the 2022 results, Academic Liaisons and Student Services team members work with the Learning Site Building Leadership Team to address concerns and create plans to enhance the climate and student affiliation. In spring 2022, HOPE received a Bully Education grant through CDE. These funds will provide additional support to address bullying in our middle school programs.

**Employee Survey**

In May of 2022, HOPE conducted an employee survey to gain information on employee satisfaction in working at HOPE. The survey included a range of questions related to academics, professional development, culture, job satisfaction, finance, safety, organizational structure and employee support. Employees had the opportunity to respond to questions using the following scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree. In addition, employees were asked to share what they felt HOPE should keep doing in the future. Seventy-six HOPE employees responded to the survey.

Highlights of the responses are listed below:

**Employee Survey Questions**

<b>Survey Questions:</b>	<b>Percent Agree/ Strongly Agree</b>
My organization is dedicated to my professional development.	67%
I am satisfied with the investment my organization makes in training and education.	68%
I am satisfied that I have the opportunities to apply my talents and expertise.	80%
I feel completely involved in my work.	93%
I am determined to give my best effort at work each day.	97%
I get excited about going to work.	80%
I am inspired to meet my goals at work.	92%
Employees in my organization take the initiative to help other employees when the need arises.	79%
Employees treat each other with respect.	86%
I am satisfied with the culture of my workplace.	72%
My organization is dedicated to diversity and inclusiveness.	86%
My organization has a safe work environment.	85%
My organization’s work positively impacts people’s lives.	98%
Overall, I think HOPE is a great place to work.	91%

**What should HOPE KEEP doing?**

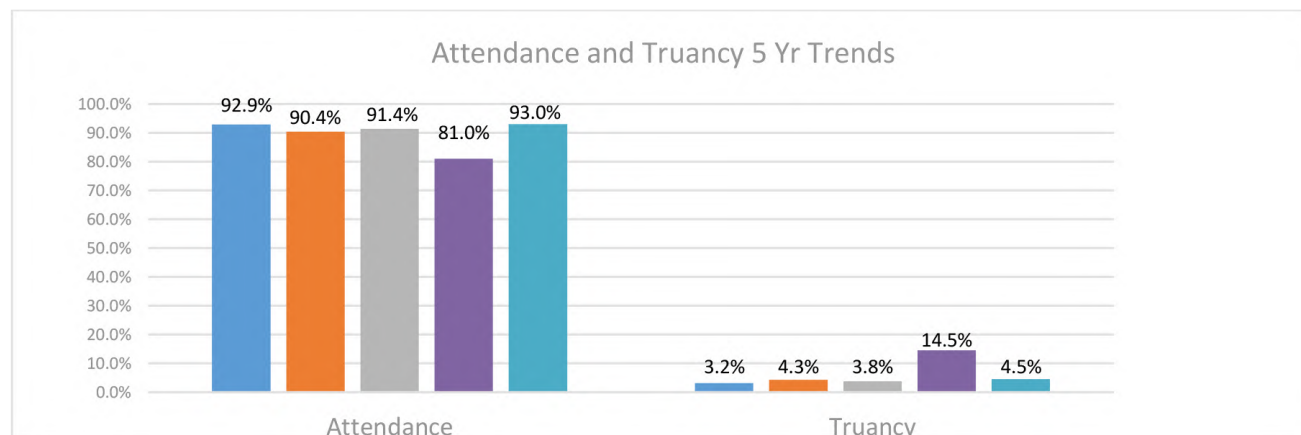
- Keep the focus on serving an at-risk population, even at the expense of state test scores.
- Changing the lives of children!
- HOPE should continue to value its employees and the work we do to build a solid learning community.
- Implementing diversity training and pushing for more professional development opportunities.
- Aligning professional development with the deficits in learning that the data indicates as gaps in our students' learning.

HOPE is honored to employ such a dedicated group of individuals. They respect cultural differences and truly believe in collaboration and more importantly the community based model that sets HOPE apart. HOPE employees embrace life-long learning and take the initiative to actively participate in professional development opportunities to improve their craft. They work for HOPE because they know they are making a positive impact on the education and life of the student population we serve.

## Attendance and Truancy

Because HOPE uses an online platform, we are able to document daily attendance through student participation in online classes. While we felt the impact of COVID during 2020-21, our publicly reported attendance and truancy data trends for the past three years suggest our efforts to improve attendance may have had a positive impact from 2019 to 2022. All HOPE and Learning Site student services and instructional support staff continuously monitor student engagement in their online courses and provide supports to students as needed.

### 2019-2022 Attendance and Truancy 5 Year Trends



## CMAS Status Academic Achievement

### ELA and Math

Approximately 320 out of 405 (\*79%) students in grades 6 through 8 participated in the CMAS in spring of 2022. We report the results of this year's assessments with caution since not all students tested and only certain content areas were tested at each grade the prior year. Further, growth results for 2022 only include 55% of students in reading and 66% in math, a concern when trying to interpret these data for instruction or accountability. Over 20% of students in 6th and 7th grade, and 30% of students in 8th grade were opted out of testing by their parents. Therefore, we used an analysis of the 2 year match cohort for CMAS ELA and Math from 2021 and 2022 to determine if there were changes in performance. However, it should be noted that this is a small sample with limited representation and results should be interpreted with caution. Of the middle school enrollment during testing, 86 (21%) did not have a 2022 test score for ELA and 85 (21%) did not have a 2022 test score for math. Below are the results for ELA and math for those who tested. Further, we do not disaggregate by subgroup because of the participation numbers. Our analysis of the students not tested show overrepresentation of students identified as White and native English speakers in the group that was opted out by parents. While it appears that there may be some recovery from the previous year, our numbers suggest this data should not be interpreted

for instructional or program evaluation because it may not be representative.

**CMAS ELA Trends**

	2017	2018	2019	2021	2022	# Tested in 2022
Grade	ELA % Meets or Exceeds					
6	10%	7%	14%		9%	79
7	13%	16%	16%	13%	15%	124
8	9%	14%	18%		13%	116

**CMAS Math Trends**

	2017	2018	2019	2021	2022	# Tested in 2022
Grade	Math % Meets or Exceeds					
6	6%	6%	8%	3%	4%	80
7	8%	6%	5%		6%	124
8	7%	11%	9%	4%	6%	117

**CMAS Cohort Data**

Our cohort data is limited because of the limited testing in 2021. Further, 21% of students did not test in 2021, further limiting the cohort population size. Analysis of cohort data show 79 8th graders with ELA scores and 83 7th graders with math scores from the 2021 CMAS testing. These cohort data suggest cohort math performance improved and students moved up in performance levels. However, results indicate a slight decrease in ELA progress suggesting a need to focus on this area.

<b>Math Performance Level 2021</b>					
Grade	Not Met	Part Met	Apprch	Met	Total
6	37	32	11	3	83
	45%	39%	13%	4%	100%

<b>ELA Performance Level 2021</b>						
Grade	Not Met	Part Met	Apprch	Met	Exceed	Total
7	18	35	16	9	1	79
	23%	44%	20%	11%	1%	100%

<b>Math Performance Level 2022</b>						
Grade	Not Met	Part Met	Apprch	Met	Exceed	Total
7	17	48	13	4	1	83
	20%	58%	16%	5%	1%	100%

<b>ELA Performance Level 2022</b>						
Grade	Not Met	Part Met	Apprch	Met	Exceed	Total
8	27	26	17	8	1	79
	34%	33%	22%	10%	1%	100%

Because the 2021 results do not include all content areas and the 2022 are not inclusive of the student population, we do not include cohort data by subcontent area. The data in the table below presents the status data by subgroup where there are more than 20 cases to report by year. This data should be interpreted with caution given that the picture is incomplete based on the testing challenges in the past three years.

**2019-2022 CMAS ELA Status Trends by Subgroup**

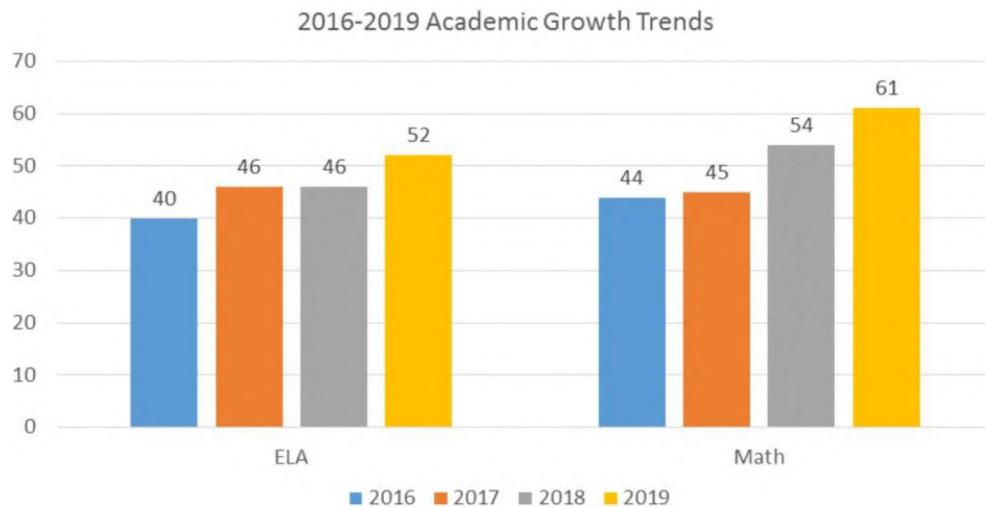
Subgroup	Not Met 2019	Not Met 2021	Not Met 2022	Met/Exc 2019	Met/Exc 2021	Met/Exc 2022
ELL	35%	31%	35%	7%	9%	10%
SWD	44%	*	*	2%	*	*
FRL	27%	28%	35%	11%	11%	9%
Non White	28%	26%	35%	13%	12%	11%

**2019-2022 CMAS Math Status Trends by Subgroup**

Grade	Not Met 2019	Not Met 2021	Not Met 2022	Met/Exc 2019	Met/Exc 2021	Met/Exc 2022
ELL	35%	52%	37%	4%	1%	4%
SWD	41%	*	*	8%	*	*
FRL	35%	45%	40%	7%	3%	4%
Non White	31%	45%	39%	7%	3%	4%

**CMAS Academic Growth**

Because students did not test CMAS in 2020 and only in certain subjects in 2021, there is a smaller percent of students with available growth data. Out of HOPE middle school population, 55% of students have a growth score for ELA and 66% have an SPF included in the overall MGP for math. The reported MGP and ELA and math for all students was 41 and 40 respectively. This is a departure from previous years growth data as shown below when there was a least 90% of students or more included in the growth calculation.



**CMAS Science:**

CMAS science was not tested in 2021 and performance levels were not reported for the 2022 test. Prior year trends are stable and show that overall, students performed well below the state average in science. The median percentile for the 2022 CMAS 8th grade science test was 22.5.



	Science CMAS % Met / Exceed		
Grade	2017	2018	2019
8	3%	4%	4%

**Local Assessment:**

***iReady Diagnostic Assessments***

HOPE adopted the iReady diagnostic system in 2019. We used the fall to spring results for the 2021-22 school year. Since 50% of students were new to HOPE this year, we wanted to confirm the continuation of targets and to inform where we might see significant loss from the previous year with the continuous program changes due to the pandemic. Overall, students in grades 6-8 scored a fall and spring median percentile of 28 and 25, respectively, in ELA and a median percentile of 17 for both testing periods in math. Results in both areas are far below the 55th percentile where the vendor has predicted CMAS grade proficiency. While math is flat in percentile changes, both 7th and 8th grade ELA saw downward trends.

The chart below shows the diagnostic breakdown for both ELA and math for the cohort of students who took both assessments in the fall and again in the spring. Cohort results provide us with a better picture of instructional impact. The results show more students moving toward grade-level expectations in both ELA and math. Both content area results demonstrate the majority of students are two or more years behind.

***iReady Fall 2021 to Spg 2022 Mean ELA SS and Median Percentiles***

Grade	F Lit SS	F Lit %tile	Spg Lit SS	Spg Lit %tile	Total N
6	528.2	25	541.1	25	82
7	548.3	28	561.0	25	137
8	567.8	30	576.6	25	147
<b>Total</b>	551.6	28	562.8	25	366

***iReady Fall 2021 to Spg 2022 Mean Math SS and Median Percentiles***

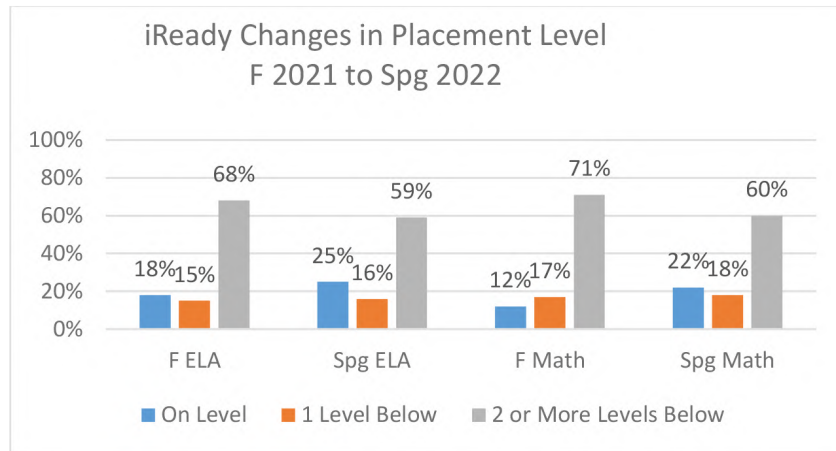
Grade	F Math SS	F Math %tile	Spg Math SS	Spg Math %tile	Total N
6	447.8	12	459.0	13	83
7	460.1	18	470.4	18	138
8	473.6	20	482.9	19	142
<b>Total</b>	462.6	17	472.7	17	363

When looking at the cohort of students taking iReady, the data suggests only half of students made typical growth from fall to spring. An additional 15% of students met annual growth target in winter but declined on spring benchmark. A greater emphasis will be placed on minimizing interruptions to intervention and core instruction in spring semester. We will also utilize the Bullying grant and other resources to address any mental health challenges that may be interfering with student learning.

**Met Growth Target F to S 2021-22**

Grade	Met ELA	Met Math	Total N
6	49%	46%	82
7	53%	49%	137
8	45%	50%	147
<b>Total</b>	49%	48%	366

Although percentile remained stable, we did see a decrease in the severity of gaps in both content areas (2 grade levels below), and an increase of students performing at grade level in the spring compared to fall.



Fall to Spring subcontent scale scores demonstrate slight scale score gains in all areas. In the ELA domains, the largest gains were seen in Vocabulary. We attribute these gains to improved support for multilingual learners. Comprehension of informational text continued to be the area with the smallest improvement and will be a continued focus for the 22-23 school year. 24% of students performed below 3rd grade in the phonics early literacy sub-domain in the fall; this number decreased to 17% in the spring. Many of these students are multilingual learners identified as non-English proficient.

Overall, mathematics had smaller gains than ELA. The greatest gains were seen in Numbers and Operations, a focus area in previous years. The smallest gains were seen in the Algebra domain. Algebraic thinking will be a focus area for supplemental core and intervention-level mathematics instruction for 22-23 school year.

***iReady Fall 2021 ELA Subcontent Mean Scores***

Grade	Vocab	Rdg Comp Lit	Rdg Comp Info Txt
6	529.8	530.9	525.6
7	558.2	547.7	535.8
8	575.6	561.8	555.0

***iReady Fall 2021 Math Subcontent Mean Scores***

Grade	Num/Op	Algebra	Measure/ Data	Geo
6	447.3	449.4	446.4	441.7
7	461.2	463.1	459.6	457.6
8	472.5	475.8	472.0	473.6

***iReady Spring 2022 ELA Subcontent Mean Scores***

Grade	Vocab	Rdg Comp Lit	Rdg Comp Info Txt
6	552.4	540.8	530.0
7	573.4	559.6	545.5
8	590.2	572.0	568.0

***iReady Spring 2022 Math Subcontent Mean Scores***

Grade	Num/Op	Algebra	Measure/ Data	Geo
6	462.9	459.6	456.5	453.5
7	474.0	471.3	469.5	467.3
8	486.4	481.8	484.0	480.5

**ACCESS**

One hundred fifty-six middle school students participated in the ACCESS testing during the 2021-22 school year. Of students who tested, 99% were students identified as Hispanic/Latino with a primary home language of Spanish. Overall, 21% of students tested as non-English proficient (NEP) and 64% as limited English proficient (LEP). Twenty of the 156 multilingual students tested were exited from EL services in spring 2022.

**Students Tested 2021-22 ACCESS**

Grade	# Tested	Percent
6	54	35%
7	52	33%
8	50	32%
<b>Total</b>	156	100

**2021 ACCESS by Language Proficiency Level**

Grade	% NEP	# LEP	# FEP
6	10%	40%	50%
7	8%	58%	34%
8	20%	38%	42%

**2022 ACCESS by Language Proficiency Level**

Grade	% NEP	# LEP	# FEP
6	10%	62%	28%
7	18%	32%	51%
8	13%	49%	37%

Three-year trend data show minimal changes in the performance of students. Growth data was not provided for 2020-21 but the 2021-22 results suggest growth remained low, below expected performance.

**2020 to 2022 ACCESS Trend Data**

Year	# with Scores	Mean Comp SS	MGP	% Eligible for Redesign
2020	195	340	38	9.2
2021	153	337		8.5
2022	156	337	38	12.8

**ACCESS 3 Year Trend Data**

Grade	2018 SS	2019 SS	2021 SS	2022 SS	2018 PL	2019 PL	2021 PL	2022 PL	# with Scores
6	356.47	348.45	325.90	331.00	4.00	3.70	3.04	3.15	54
7	340.81	341.13	347.92	333.77	3.40	3.30	3.38	3.08	52
8	350.92	351.95	335.90	347.64	3.70	3.45	3.02	3.25	50
<b>Total</b>	348.80	346.73	336.86	337.26	3.70	3.50	3.15	3.16	156

There are 70 students within a two-year cohort. We analyzed the 2021 and 2022 performance level changes for students within the cohort. We compared the mean performance levels from 2021 to 2022 using paired sample tests and found a non-significant difference between the years in student performance.

***ACCESS 2 Year Cohort Changes in Mean PL Scores***

Grade	# in 2 Yr Cohort	Percent	2021 Mean PL	2022 Mean PL	Change
7	33	47	2.81	2.87	0.06
8	37	53	3.28	3.27	-0.01
<b>Total</b>	70	100	3.06	3.08	0.02

When we analyze our data by subcontent area performance level we find that reading and speaking continue to be areas of need for CLD support as well as oral fluency.

***2021 Subcontent Area Average Performance Level***

Grade	Listening	Reading	Speaking	Writing	Comprehension	Oral	Literacy	Overall
6	4.68	2.57	2.92	3.03	3.22	3.55	2.80	3.04
7	5.13	3.13	2.88	3.32	3.88	3.76	3.18	3.38
8	4.48	2.77	2.61	3.03	3.30	3.27	2.89	3.02
<b>Total</b>	4.77	2.83	2.80	3.13	3.47	3.53	2.96	3.15

***2022 Subcontent Area Average Performance Level***

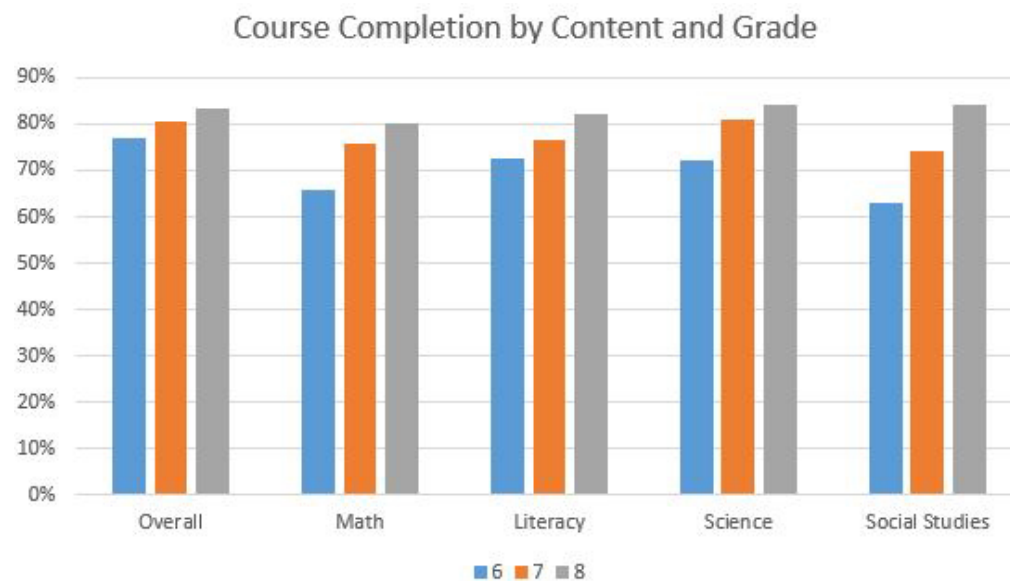
Grade	Listening	Reading	Speaking	Writing	Comprehension	Oral	Literacy	Overall
6	4.87	2.97	2.89	2.98	3.74	2.87	3.65	3.15
7	4.38	2.90	2.70	3.10	3.47	2.90	3.25	3.08
8	4.58	3.10	2.94	3.17	3.71	3.02	3.50	3.25
<b>Total</b>	4.61	2.99	2.84	3.08	3.64	2.93	3.47	3.16

**Course Taking Patterns**

All HOPE Middle School students are assigned language arts, mathematics, science and social studies courses. Online instruction in core content and electives through Edgenuity. In addition to online curriculum all students participate in supplemental offline. The offline critical thinking curriculum modules that dive deeper

into high leverage standards and the critical learning targets for each grade. The 7th grade math curriculum is Pre-Algebra and 8th grade is an Introduction into Algebra I. In addition, students participate in online intervention programming in both literacy and mathematics as needed. This includes iReady, or Exact Path for literacy and mathematics. Students who require further skill development receive small group intervention instruction delivered by a HOPE Academic Site Coordinators (licensed teachers) supported by Title I funds oversee the curriculum and instruction at the Learning Sites, using evidence based programs and practices identified in the Curriculum Matrix. Students who are non-English proficient are also provided with online and offline instruction in English 3D, which focuses on acquisition of English language and grade level cohort standards. We are also able to offer students who have met the grade-level expectations advanced coursework in our online systems and in offline instruction through our GT/High Potential program.

Overall course completion was 80%; 62% of completed courses received marks of a B or higher. Course completion and course grades were lower for 6th grade than other grade levels in all content areas. This data along with benchmark and state assessment suggests that incoming students need a higher level of academic support to meet grade level expectations.



## Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectation.

## Trend Analysis



**Trend Direction:** Decreasing

**Performance Indicator Target:** Academic Achievement (Status)

Status 2022 CMAS data show a decrease in percentile ranks in both math and reading, and the percent of students in the Does Not Meet rating remains stable. Two-year cohort data (2021 and 2022 scale score) shows ELA remained stable, while math increased slightly.



**Trend Direction:** Decreasing

**Performance Indicator Target:** Academic Growth

The MGP for ELA and math in 2022 was 41 and 40, respectively. Both content areas were at Approaching, which is below the previous growth rating in 2019. Growth data should be interpreted with caution given the decrease in participation due to parent opt-outs.



**Trend Direction:** Stable

**Performance Indicator Target:** English Language Development and Attainment

The MGP for ELP remained stable between 2020 and 2022.



**Trend Direction:** Decreasing

**Performance Indicator Target:** Disaggregated Growth

All subgroups were rated as approaching with MGP ranging from 39 to 41 in ELA and from 41 to 44 in math. Students with disabilities were not included since participation rates were below 20.

## Priority Performance Challenges and Root Causes



**Priority Performance Challenge:** 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.



**Root Cause: Low Level Core Instruction**

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



**Root Cause: 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.



**Root Cause: 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.



**Priority Performance Challenge: 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.



**Root Cause: 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.



**Priority Performance Challenge: 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.



**Root Cause: 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.



**Priority Performance Challenge: 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.



**Root Cause: 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.



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## Magnitude of Performance Challenges and Rationale for Selection:



### Priority Performance Challenges:

HOPE continues to face pervasive challenges of low student achievement at the middle school level. Two combined years of interrupted learning have impacted our student's academic growth. The challenges selected have been identified through a thorough quantitative analysis of available data, and qualitative and anecdotal evidence gathered through observation and stakeholder focus groups. We must improve instruction through stronger alignment with CAS Academic standards and ongoing progress monitoring of student learning. We must refine and enhance our intervention-level support instruction to address the foundational skills many of our students lack and better meet the needs of special populations; this endeavor must occur without sacrificing exposure and understanding of grade-level content.

### Key Initiatives to address Root Causes in 2022-23.

- Continued increase in rigor through Critical Thinking instruction in language arts and mathematics. Formative assessments used will have a greater alignment to state and local assessments.
- Increased frequency and consistency of intervention level instruction that includes enhanced progress monitoring and administrative level accountability and support.
- A change in curriculum for multilingual learners in ELA, along with increased scaffolds in other content areas.
- Increased frequency and accountability of PLC structures, including a common action planning protocol related to school-wide goals. Data systems will continue to be developed and refined to provide meaningful data to improve instruction and achievement.
- Increase parent communication through weekly progress reporting, contact tracking, and website redesign.

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## Magnitude of Root Causes and Rationale for Selection:



It is clear that we need to increase rigor in the classroom in an effort to support students in gaining proficiency in Colorado Academic Standards. In reviewing current core ELA and math curriculum we noted a lack of rigor as well as inconsistent or inadequate coverage of some of the more critical standards that require students to engage at a more advanced level. Thus, HOPE's Instructional Team, School Accountability Committee and the Board agreed that a focus on rigor to support students in meeting Colorado Standards was the most appropriate next step to increase student achievement. As noted previously, HOPE's diverse learner population continues to grow each year. Data shows that students who make up the various diverse learner subgroups continue to struggle in meeting grade level standards so it is imperative that we consider a range of pathways to support these learners in achieving academic success.

Post pandemic learning gaps have increased the need for small group intervention instruction. Although this programming was available in the past, it was largely at the teachers' discretion with limited systems for tracking schoolwide implementation or effectiveness. For 2021-22 a more formal system for addressing these needs will be put in place. Administrators will increase the amount of observations of intervention instruction to ensure a more consistent implementation.

Although implementation of Meaningful Monday PCL structure for data driven instruction began in 2021-22, the frequency and consistent implementation had limited effect on student achievement. Action plans that were developed were too broad and difficult to measure. There was also an overreliance of online curriculum data that lacked alignment to state and local assessment expectations for mastery of grade level standards.

We have seen a decline in parent engagement. We believe this has been caused by pandemic conditions and the closure of the elementary feeder program. Given the important role parent involvement plays in student success we must develop new ways and systems to engage and communicate with families, especially those who are new to our program.

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## Action Plans

### Planning Form



#### Data Driven Instruction

**What will success look like:** 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.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Research suggests that having common assessments that are closely aligned to the standards allows schools to have a "roadmap for learning." (Santoyo, 2019) Analysis of assessment provides opportunities to address common misunderstandings and areas where students struggle.



#### Associated Root Causes:



#### Low Level Core Instruction:

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

## Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Implement Critical Thinking Lessons	By December 2022, 80% of instructors will have taught Math and Literacy lessons using the provided lesson plan. By May 2023, 100% of critical thinking lessons will be implemented in all classrooms.	08/17/2022 06/01/2023 Weekly	Instructors, Academic Site Coordinators, Curriculum Specialists	In Progress
 Increase use of Formative Assessment	By December 2022, 60% of instructors use performance evidence to adjust instruction and set personalized learning goals with students. By May 2023, 95% of instructors will use performance evidence to adjust instruction and set personalized learning goals with students	08/17/2022 06/01/2023 Monthly	Instructors, Academic Site Coordinators, Learning Site Directors	In Progress
 Monitoring of MIS with Building & Schoolwide Leadership Teams	By December 2022, 60% of learning site PLCs will complete weekly Action Planning protocols and documentation. By May 2023, 90% of learning site PLCs will complete weekly Action Planning protocols and documentation.	08/17/2022 06/01/2023 Weekly	Academic Site Coordinators, Learning Site Directors, Regional Academic Liaison	In Progress
 Provide Mental Health Support	Ninety percent (90%) of the Learning Sites will have implementation of a three tier mental health model to include crisis intervention, group counseling, SEL instruction and Bully Education Prevention to increase academic growth and achievement.	08/17/2022 06/01/2023 Weekly	Student Support Team and Learning Site Staff	In Progress

## Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Develop supplemental curriculum aligned to GL standards

HOPE curriculum specialists will build Critical Thinking lesson plans aligned to CAS that incorporate multiple opportunities, including analytical writing tasks, for students to demonstrate higher order thinking (DOK 3/4) of mathematics and literacy concepts through formative and summative assessments including student performance task portfolios.

07/01/2022  
06/01/2023

General Funds

Executive Director of Curriculum, Instruction & Prof. Dev. and Curriculum Specialist

In Progress



Develop systems to support data analysis & action planning

HOPE will redesign data dashboards to support staff in analyzing student performance on multiple measures including interim assessments, online curriculum progress and other progress monitoring measures.

08/17/2022  
06/01/2023

General Funds

Executive Director of Assessment & Personalized Learning, Executive Director of Curriculum, Instruction & Prof. Dev., and Data Specialist

In Progress



Develop schoolwide protocols to respond to data

Building leadership teams will complete weekly action planning forms that identify specific tasks to improve student achievement in targeted area. Regional administrators and HOPE leadership team will review action plans and conduct observations and walkthroughs to ensure high quality instruction is occurring in every classroom

08/17/2022  
06/01/2023

General Funds

Executive Director of Curriculum, Instruction & Prof. Dev., Learning Site Directors, Academic Site Coordinators

In Progress



Prof. development for staff on meaningful





Staff will learn how to provide meaningful and actionable feedback to students to support students in setting personal goals to meet grade level expectations.





08/17/2022  
06/01/2023

General Funds

Executive Director of Curriculum, Instruction & Prof. Dev., Executive Director of Assessment & Personalized

In Progress

feedback & goal setting with students				Learning, and Curriculum Specialists	
 <p>Prof. development for staff in lesson formative assessment strategies</p>	<p>Staff will learn how to use in-lesson formative assessment strategies to quickly and accurately gauge how students are understanding the material that has been taught. Staff will learn how to use that data to adjust current instruction and plan for future lessons.</p>	<p>08/17/2022 06/01/2023</p>	<p>General Funds</p>	<p>Executive Director of Curriculum, Instruction &amp; Prof. Dev, Executive Director of Assessment &amp; Personalized Learning, and Curriculum Specialists</p>	<p>In Progress</p>
 <p>Prof. development for leaders on Instructional Leadership</p>	<p>Through PD sessions and small group coaching sessions DU/Morgridge College of Education partners will support school leaders to develop a deeper understanding of what high quality instruction should look like, observation protocols that ensure instructional strategies are implemented and in on-going progress monitoring and action planning.</p>	<p>08/17/2022 06/01/2023</p>	<p>General Funds</p>	<p>Executive Director of Curriculum, Instruction and Prof. Dev. and DU Morgridge School of Education Facility</p>	<p>In Progress</p>
 <p>Increase collaboration with online curriculum provider teaching staff</p>	<p>Bi-weekly meeting with be held with leaders from online curriculum providers to ensure that contracted teachers follow the HOPE instructional model expectations.</p>	<p>08/17/2022 06/01/2023</p>	<p>General Funds</p>	<p>Executive Director of Curriculum, Instruction &amp; Prof. Dev.</p>	<p>In Progress</p>
	<p>Mental health providers will implement a three tier model and address crisis intervention, group counseling, referral to</p>				

Track and provide support for mental health issues	community agencies, and provide coaching to mentors for SEL instruction.	08/17/2022 05/30/2023	SHP Grant	Assigned Social Worker	In Progress
 Collect data on mental health services	Data on services rendered, referrals to outside agencies and the impact on academic performance will be gathered and analyzed.	08/17/2022 05/30/2023	SHP Grant	Executive Director of Student Support, Social Workers, and Evaluator	In Progress
 Provide SEL curriculum focusing on bully prevention	Identify two sites based on data to pilot new anti-bully curriculum to be given once a week by a mental health staff member. Based on pilot, develop a rollout program schoolwide in each middle school classroom.	09/01/2022 05/30/2023	BEP Grant	Assigned Social Worker	In Progress
 Develop systems for collection & monitoring common formative assessments	Content PLCs will engage in monthly review of performance tasks from critical thinking lessons.	09/06/2022 06/01/2023	General Funds	Executive Director of Curriculum, Instruction & Prof. Dev. and Curriculum Specialist	In Progress
 Professional development for site staff to decrease bullying	Once per quarter at selected sites. Twice a year for all staff.	11/01/2022 05/30/2023	BEP Grant	Executive Director of Student Support and Assigned Social Work	Not Started



## Small Group Intervention

**What will success look like:** 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.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Research suggests that small group instruction is the most effective at addressing gaps in student academic knowledge. Small groups allow for more attention on individual students and the ability to target specific skills (Wasik, 2008). Research also suggests that students are more confident in small groups and small groups can create a sense of belonging. (Rowan-Kenyon, 2012)

### Associated Root Causes:



#### 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.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Implement Small Group Intervention Schedules	By October 2022, 100% of students who performed more than 1 grade level below will be assigned to a small group that meets a minimum of 2 times a week for 30 minutes.	08/17/2022 06/01/2023 Weekly	Title 1 Academic Site Coordinators (licensed teachers), Title 1 Interventionist, and Instructional Paras	In Progress
 Implement Effective Small Group Intervention Instruction	By October 2022, 60% of academic site coordinators will submit weekly lesson plan aligned to targeted standards. By May 2023, 100% of academic site coordinators will submit weekly lesson plan aligned to targeted standards.	08/17/2022 06/01/2023 Weekly	Title 1 Academic Site Coordinators (licensed teachers), Title 1 Interventionist, and Instructional Paras	In Progress



Intervention  
Instruction  
Observation

By November 2022, administration will observe at least 50% of intervention groups at least 1 time. By January 2023, 100% of intervention groups will be observed at least 1 time. By May 2023, administration will have observed 100% of intervention groups at least 3 times.

08/17/2022  
06/01/2023  
Monthly


Academic Liaisons

In Progress

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Data-driven grouping	Fall and Winter iReady diagnostic data will be used to assign students who perform 1 or more grade level below to a intervention small group that will meet at least 2 times each week.	08/17/2022 06/01/2023	General Funds and Title I Funds	Academic Site Coordinators	In Progress
 Small group instructional planning	Instructors of small groups will submit weekly lesson plans based on targeted standards. Administrators will provide feedback to teachers based on plans and observations.	08/17/2022 06/01/2023	General Funds and Title I Funds	Academic Site Coordinators and Instructional Paras	In Progress
 Progress monitoring	Progress monitoring tools will be used every 6 weeks to assess the effectiveness of intervention instruction and make adjustments in instruction and to group membership.	08/17/2022 06/01/2023	General Funds and Title I Funds	Academic Site Coordinators and Instructional Paras	In Progress
 MTSS	Instructors will use the MTSS protocol to collect evidence on student learning and identify students who need more intensive support.	08/17/2022 06/01/2023	General Funds and Title I Funds	Academic Site Coordinators and Instructional Paras	In Progress
 Monthly classroom walkthroughs and observation of intervention		08/17/2022		Executive Director of Curriculum, Instruction & Prof.	



Classroom observation and feedback	groups by administration.	06/01/2023	General Funds	Dev. and Academic Liaisons	In Progress
	Bell schedules at each site will be evaluated and adjusted to prioritize blocks dedicated to small group instruction.	08/17/2022 06/01/2023	General Funds	Academic Liaisons, Learning Site Directors, and Academic Site Coordinators	Complete
Instruction day scheduling					



### Supports for Diverse Learners

**What will success look like:** 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.


#### Associated Root Causes:



#### 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.




#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
	By September of 2022, 100% of 1st semester online social studies will have embedded supports. By December of 2022, 100% of all 2nd semester online social studies will have embedded supports.	08/01/2022 09/01/2022	Executive Director of Assessment & Personalized Learning, ELD Specialists	In Progress
Increase Scaffolds for Social Studies				
	By December 2022, HOPE ELD Specialist will have identified and scheduled E3D lessons for all language learners in addition to			

	facilitating language acquisition groups with students 2-4 times weekly, ensuring student access to direct and consistent instruction. By May 2023, ELD Specialists will have an average of 80% of their students meeting the minimum 1 level increase in English 3D.	09/13/2022 06/01/2023	Executive Director of Assessment & Personalized Learning, ELD Specialists	In Progress
	By May of 2023, ELD Specialist will have planned and facilitated a minimum of 100 hours of consistent and direct small group language acquisition instruction with NEP designated students, and 50 hours with LEP designated students.	09/13/2022 06/01/2023	Executive Director of Assessment & Personalized Learning, ELD Specialists	In Progress
	The ELD Specialists will collaborate to redesign the Newcomer unit to support our new-to-country students. The ELD Specialists will complete the Newcomer unit with all new to country students by December 2022. By May, 2023, ELD Specialists will have successfully completed Language Launch volume 1 in English 3D with all new-to country students.	09/13/2022 06/01/2023	Executive Director of Assessment & Personalized Learning, ELD Specialists	In Progress

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Identify a curriculum better aligned with student need	07/01/2022 08/31/2022	General Funds	English Language Development Team, Interventionist, and Executive Director of Assessment & Personalized Learning	Complete
	HOPE will hire an additional English Language Development			Executive Director of Assessment &	

Increase English Language Development Staff	Specialist to increase the amount of time that each English Learner is given consistent and direct instruction.	08/01/2022 09/30/2022	General Funds	Personalized Learning and ELD Specialists	Complete
 Increase Scaffolds for Language Learners	HOPE will identify supports that support vocabulary and background information to better scaffold online social studies courses.	08/01/2022 09/01/2022	General Funds and Title III Funds	Executive Director of Assessment & Personalized Learning and ELD Specialists	In Progress
 Place students at the appropriate level within the curriculum	Students will be placed in English 3D levels based on their performance on the 2022-23 WIDA screener or the 21-22 WIDA ACCESS assessment. Student groups will be reviewed and reconfigured by the English Language Development team at semester breaks as needed.	08/17/2022 06/01/2023	General Funds	English Language Development Team, and Executive Director of Assessment & Personalized Learning, and ELD Specialists	In Progress
 Restructure Intervention Groups	HOPE will restructure EL services to increase intervention time and direct instruction from a highly qualified English Language Development Specialist.	08/17/2022 06/01/2023	General Funds	Executive Director of Assessment & Personalized Learning	Complete



### Progress Monitoring for Special Populations

**What will success look like:** 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.

#### Associated Root Causes:



### 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.

## Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Increase Scaffolds for Social Studies	By September of 2022 100% of 1st semester online social studies will have embedded supports. By December of 2022, 100% of all 2nd semester online social studies will have embedded supports	08/01/2022 12/31/2022	Executive Director of Assessment & Personalized Learning	Met
 Increase Parent Participation and Communication	HOPE Special Education teachers will increase parent communication regarding local and state assessments.	08/17/2022 06/01/2023 Monthly	Learning Specialists	In Progress
 Improve IEP Goal Progress Monitoring	By December of 2022, HOPE Special Education teachers will increase the frequency of progress monitoring probes in AIMSWEB from once every 4 weeks to once every 3 weeks in order to improve instruction. By May of 2023, Special Education teachers will have a portfolio of progress monitoring data for each student on their caseload compiled in AIMSWEB.	08/17/2022 06/01/2023 Monthly	Instructional Paras and Learning Specialists	In Progress
 Increase Student Access to Special Education Professionals	By May of 2023, Special Education teachers will have an average of 80 hours of Resource Lab time available to students with disabilities in addition to the hours specified in the IEP.	09/13/2022 06/01/2023	Learning Specialists	In Progress

## Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Increase scaffolds for Language Learners	HOPE will identify support for alternative assignments/rubrics and increase background information to better scaffold online social studies courses.	08/01/2022 09/01/2022	General Funds	Executive Director of Assessment & Personalized Learning	Complete
 Progress monitoring	HOPE Special Education teachers will work with HOPE Paraeducators to optimize the AIMSWEB probe schedule, increasing frequency and usage of the program.	08/17/2022 06/01/2023	General Funds	SPED Coordinator, Special Education Teachers, and Paraeducators	In Progress
 Restructure Resource Lab	HOPE will restructure SPED services to increase resource lab time for Special Education students to provide additional support to students with disabilities.	08/17/2022 06/01/2023	General Funds	Executive Director of Assessment & Personalized Learning and SPED Coordinator	In Progress



## Parent Communication and Engagement

**What will success look like:** 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.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** A significant amount of educational research has been conducted on the importance of family engagement in education. Family engagement in schools contributes to positive student outcomes including increased achievement and decrease in risk behaviors. Recent research has documented the importance of two way parent communication and the value of parent and community input of school improvement initiatives.





### Associated Root Causes:



### 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.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Improve HOPE Website	HOPE will improve the public facing website for increased access for families.	07/01/2022 06/01/2023	Communications Manager	In Progress
 Implement Parent Engagement	HOPE will improve parent engagement regarding academic progress.	07/01/2022 06/30/2023	Academic Liaisons and Learning Site Directors	In Progress
 Implement Parent Contact Log in IC	HOPE Staff will be granted access and trained to use the parent communication log in IC to track parent contact.	08/17/2022 06/01/2023	Data Specialist and HOPE Staff	In Progress
 Implement Weekly Progress Reporting to Families	HOPE staff will send weekly progress reports to parents through email to increase parent engagement.	08/17/2022 06/01/2023 Weekly	Academic Site Coordinators	In Progress



The Student Accountability Committee will prioritize increasing parent communication and engagement through focused strategies.



08/17/2022  
06/01/2023  
Quarterly

Executive Director of Community Engagement

In Progress

Utilize SAC

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 HOPE website overhaul	HOPE will improve the usability and quality of information on the public facing website so families have more timely and detailed information at their disposal.	07/01/2022 09/01/2022	General Funds	HOPE Community Engagement Team	In Progress
 Increase parent engagement	Monitor parents engagement and offer increased feedback, flexible scheduling, and personal contact to promote parent engagement to address academic progress and participation.	07/01/2022 06/30/2023	Title I Funds	Academic Liaisons and Learning Site Directors	In Progress
 Train staff to use Parent Contact	School faculty and staff will be trained by the data specialist to use the parent contact log in IC to track communication.	08/17/2022 06/01/2023	General Funds	Data Specialist and HOPE Staff	In Progress
 Weekly parent communication required	Staff will send weekly progress reports to families detailing student achievement and work.	08/17/2022 06/01/2023	General Funds	HOPE Academic Site Coordinators	In Progress
 SAC Meetings	SAC Team will recruit more parent members to increase parent engagement and voice.	08/17/2022 06/01/2023	General Funds	SAC Team	In Progress



Parent notification of school performance

HOPE will notify families of school performance rating. Notification will be provided in English and Spanish.

10/02/2022

General Funds

CEO and Executive Director of Curriculum, Instruction Prof. Dev.

Complete

### School Target Setting



**Priority Performance Challenge : Achievement continues to be well below expectations in reading and mathematics.**



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** ELA

ANNUAL PERFORMANCE TARGETS

**2022-2023:** CMAS Mean Scale Score will increase from 715 to 725 (approaching) in ELA.

**2023-2024:** CMAS Mean Scale Score will increase from 725 to 733 (approaching) in ELA.

**INTERIM MEASURES FOR 2022-2023:** iReady benchmarks fall, winter and spring, standard mastery progress monitoring four times a year.



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** M

ANNUAL PERFORMANCE TARGETS

**2022-2023:** CMAS Mean Scale Score will increase from 707 to 716 (approaching) in Math.

**2023-2024:** CMAS Mean Scale Score will increase from 716 to 725 (approaching) in Math.

**INTERIM MEASURES FOR 2022-2023:** iReady benchmarks fall, winter and spring, standard mastery progress monitoring four times a year.





**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** iReady ELA Spring average percentile will increase from 25 to 30.

**2023-2024:** iReady ELA Spring average percentile will increase from 30 to 35.

**INTERIM MEASURES FOR 2022-2023:** iReady benchmarks fall, winter and spring, standard mastery progress monitoring four times a year.



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** iReady Math Spring average percentile will increase from 17 to 22.

**2023-2024:** iReady Math Spring average percentile will increase from 22 to 27.

**INTERIM MEASURES FOR 2022-2023:** iReady benchmarks fall, winter and spring, progress monitoring standard mastery four times a year.



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** CMAS MGP 41 - 46 for ELA.

**2023-2024:** CMAS MGP 50 - 52 for ELA.

**INTERIM MEASURES FOR 2022-2023:** iReady diagnostic target and stretch growth measures.



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** 55% of students will meet their Fall to Spring Growth Target in Math.

**2023-2024:** 75% of students will meet their Fall to Spring Growth Target in Math.

**INTERIM MEASURES FOR 2022-2023:** iReady adoptive program.



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** 55% of students will meet their Fall to Spring Growth Target in ELA.

**2023-2024:** 75% of students will meet their Fall to Spring Growth Target in ELA.

**INTERIM MEASURES FOR 2022-2023:** iReady adoptive program.



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** CMAS MGP 50 for Math.

**2023-2024:** CMAS MGP 50-55 for Math.

**INTERIM MEASURES FOR 2022-2023:** iReady diagnostic target and stretch growth measures.



**Priority Performance Challenge :** Language growth must be accelerated to support achievement.



**PERFORMANCE INDICATOR:** English Language Development and Attainment

**MEASURES / METRICS:** ACCESS Growth (AMAO 1)

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** Access MGP 38.

**2023-2024:** Maintain Access MGP 38.

**INTERIM MEASURES FOR 2022-2023:** Progress monitoring English 3D.



**Priority Performance Challenge : Non-reportable growth for students with disabilities.**



**PERFORMANCE INDICATOR:** Disaggregated Achievement

**MEASURES / METRICS:**

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** 50% of students will meet growth target.

**2023-2024:** 75% of students will meet growth target.

**INTERIM MEASURES FOR 2022-2023:** AIMS web progress monitoring a minimum of every four weeks.



**Priority Performance Challenge : Limited Family Engagement.**



**PERFORMANCE INDICATOR:** Other

**MEASURES / METRICS:**

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** Parent excusals for state testing will decrease by 10% / Parent survey responses will increase by 10%.

**2023-2024:** Deceased by an additional 5%.

**INTERIM MEASURES FOR 2022-2023:** Participation data and improve progress monitoring and parent communication.