



# Colorado's Unified Improvement Plan for School

HOPE Online Learning Academy Middle School UIP 2023-24 | District: Douglas County Re 1 | Org ID: 0900 | School ID: 3847 | Framework: Priority Improvement Plan | Draft UIP

## Executive Summary

### School Context

#### If we...

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

### IMPLEMENT NEW ONLINE CORE CURRICULUM WITH DATA DRIVEN INSTRUCTIONAL PRACTICES

All students will demonstrate growth from Fall to Spring iReady and 60% or more will meet annual growth targets as a result of high-quality curriculum and instructional strategies. Concerns Based Adoption Model (CBAM) will be utilized to evaluate implementation, staff and student data will show increasing comfort and utilization of new program as the year progresses. See implementation benchmarks for quarterly targets.



### IMPROVE MTSS THROUGH TARGETED INTERVENTION INSTRUCTION AND DATA COLLECTION

Students more than 2 grade levels below or in identified sub-groups (MLL/SwD) will receive supplemental high-dosage tutoring/intervention from a teacher (or experienced effective instructor) in targeted areas based on assessment results. Formative assessment data will be collected in a systemically sound manner that supports evaluation of student progress. Students who regularly participate in small group interventions will demonstrate high growth on benchmark and state assessments. Students who are not making progress will be referred to MTSS referral team for additional evaluation.



### PROFESSIONAL DEVELOPMENT AND COACHING

Students will receive high-quality rigorous instruction from staff who are comfortable in teaching content and engaging students in the productive struggle needed for authentic learning to occur. Through coaching, instructional staff will have the support needed to transfer learning from whole-group professional development to classroom application.



### Then we will address...

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

#### LACK OF RIGOROUS AND ALIGNED TIER 1 CURRICULUM

Core online curriculum standards alignment lacked depth and opportunities for students to demonstrate knowledge in authentic ways. There was an overreliance on multiple-choice items that are easily answered without obtaining mastery. Limited opportunities for students to receive synchronous instruction from online teachers. Supplemental critical thinking has not been effectively implemented for all grade levels. Smaller learning sites often combine grades and teach content at a lower level. Supports and scaffolds are limited and not effective in addressing the needs of diverse learners.



#### DIFFERENTIATED INTERVENTIONS AND SUPPORTS NOT TARGETED

Intervention was focused on providing students with support to access grade level curriculum and not targeted to address specific skill gaps. Formative assessments were inconsistently used to evaluate student learning/progress in small group intervention sessions. Formative assessment collection tools not aligned to the MTSS referral process.



#### LOW LEVEL INSTRUCTION, SUPPORT AND FEEDBACK

Teachers and mentors lack understanding of what grade level work looks like and frequently focus on procedural understanding instead of developing conceptual understanding. Online teachers are not familiar with implementing effective learning supports/SIOP strategies for special populations. Classroom mentors teaching offline critical thinking do not have experience in lesson plan internalization. Students were not being held accountable for submitting authentic work and rarely receive meaningful actionable feedback that improves their learning, particularly in areas related to writing.



## ADULT DEFICIT MINDSETS

Teachers and mentors often feel sorry for our students and are uncomfortable watching students engage in productive struggles needed for authentic learning. As a result, they often engage in hand-holding and rescuing students from challenging tasks. Staff may underestimate a student's understanding based on language proficiency level and are quick to fully translate all material into a home language instead of using selective translation that helps promote a student's understanding in English. In some cases, mentors have a deficit mindset about their own ability to teach higher-level concepts.



## Then we will change current trends for students.

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

### STUDENT GRADE LEVEL PROFICIENCY IN MATH REMAINS WELL BELOW EXPECTATIONS

6% of HOPE students demonstrate proficiency on CMAS Math tests, 42% fall in the Does Not Meet Category.



### STUDENT GRADE LEVEL PROFICIENCY IN ELA REMAINS WELL BELOW EXPECTATIONS

17% of HOPE students demonstrate proficiency in CMAS English Language Arts Assessments, 35% fall in the Does Not Meet Category.



### MLL LANGUAGE PROFICIENCY GROWTH IS NOT MEETING 50 MGP

MLL had a 37 MGP on ACCESS in 2023, down from 37 in 2022.



## **SWD GROWTH IS NOT MEETING 50 MGP IN MATH OR ELA**

Growth for Students with Disabilities was 32 MGP in ELA and 34 MGP in math, well below other sub-group populations.

