

Colorado's Unified Improvement Plan for Schools

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

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Executive Summary



Priority Performance Challenges

- *Student grade level proficiency in math remains well below expectations*



Root Cause

- Lack of Rigorous and Aligned Tier 1 Curriculum
- Differentiated Interventions and Supports not Targeted
- Low Level Instruction, Support and Feedback
- Adult Deficit Mindsets



Major Improvement Strategies

- Implement New Online Core Curriculum with Data Driven Instructional Practices
- Improve MTSS through Targeted Intervention Instruction and Data Collection
- Professional Development and Coaching

- *Student grade level proficiency in ELA remains well below expectations*



- Low Level Instruction, Support and Feedback
- Lack of Rigorous and Aligned Tier 1 Curriculum
- Differentiated Interventions and Supports not Targeted
- Adult Deficit Mindsets



- Professional Development and Coaching
- Implement New Online Core Curriculum with Data Driven Instructional Practices
- Improve MTSS through Targeted Intervention Instruction and Data Collection

- *MLL Language Proficiency Growth is not meeting 50 MGP*



- Differentiated Interventions and Supports not Targeted
- Lack of Rigorous and Aligned Tier 1 Curriculum
- Low Level Instruction, Support and Feedback
- Adult Deficit Mindsets



- Improve MTSS through Targeted Intervention Instruction and Data Collection
- Implement New Online Core Curriculum with Data Driven Instructional Practices
- Professional Development and Coaching

- *SwD Growth is not meeting 50 MGP in Math or ELA*



- Lack of Rigorous and Aligned Tier 1 Curriculum
- Low Level Instruction, Support and Feedback
- Differentiated Interventions and Supports not Targeted
- Adult Deficit Mindsets



- Implement New Online Core Curriculum with Data Driven Instructional Practices
- Professional Development and Coaching
- Improve MTSS through Targeted Intervention Instruction and Data Collection

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

Access the Literacy Curriculum Transparency Dashboard here: <https://www.cde.state.co.us/code/literacycurriculumtransparency-dashboard>

Improvement Plan Information

Additional Information about the school

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

Instructional Day

At each Learning Site, students participate in online and offline instructional activities for the full school day, four days a week with one day remote to support professional development, planning, and collaboration. On remote learners day, students work remotely in online program with support from their Colorado licensed virtual teachers. The school day is broken into blocks where students work on online core curriculum, online intervention programs, offline critical thinking courses, physical education and face to face synchronus instruction with online teachers in core content or skills based interventions with specialized staff.

Curriculum Programs

HOPE uses a variety of curricula to meet the needs of a diverse student population. Core content curriculum is delivered via online platform provided by Edmentum, in addition to the self-paced aspect of most online programs, students have the opportunity to receive synchronous small group instruction from their online teacher multiple times per week and have access to on-demand content online teachers who can provide individual tutoring in a specific course. As a long-time online school we know and understand that no off-the-shelf online curriculum can meet the needs of all students and frequently do not have enough opportunities for students to practice and develop conceptual understanding of high leverage standards in a culturally responsive manner. To address this gap we developed our offline critical thinking courses in math, literacy and socio-emotional curriculum. Students participate in critical thinking courses for 1 hour twice a week in each content area.

Due to opportunity gaps and pandemic era instruction the majority of HOPE students are placed 2 or more grade levels below on initial diagnostic assessments. Therefore it is essential that we have a comprehensive system of interventions and instructional supports. iReady and Exact Path adaptive online curriculum is utilized for literacy and mathematics intervention. Students receive an individualized learning path based on their diagnostic assessments. In addition to online interventions, students identified as second language learners are provided with online and offline instruction to acquire language, vocabulary and comprehension with 90-180 minutes of instruction from an CLD teacher using the English 3D curriculum from HMH. Students with IEPs receive direct service instruction in skills related to IEP goals from a certified learning specialist according to service time requirements in the student's 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.

Comprehensive Assessment Plan

At the Middle School level students are engaged in a range of formative and summative assessments to support staff in making instructional decisions. Online course assessments are conducted at the lesson, unit and final exam levels. iReady diagnostics in both literacy and mathematics are administered to all students three times a year. Standard specific iReady assessment is administered between diagnostics five times a year. A major improvement strategy last year was to develop common formative assessments in the critical thinking courses. In 23-24 we will be expanding that expectation to intervention classes where exit ticket data will be collected and analyzed in a more systemic manner. 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 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.

Staff

HOPE is a unique school that aims to build community capacity by combining classroom mentors with diverse educational and cultural experiences with certified HOPE staff and Online teachers from Edmentum. This combination allows for a very low student to staff member ratio of 1:10 which supports the development of relationship between caring adults and students. Classroom community mentors provide support for online instruction and deliver critical thinking lessons. Mentors who have demonstrated effectiveness may also be involved in strategic interventions. Online Edmentum teachers provide weekly synchronous instruction and are available

throughout the day for 1:1 student support. HOPE Site Coordinators provide targeted intervention to identified general education students and students on READ plans. Multilingual specialists deliver English Language acquisition instruction and Learning Specialists work with students with disabilities to provide direct service outlined in IEPs. In addition to Academic instructional staff, HOPE has a team of 5 mental health team members and 4 Academic advisors (shared with high school program) to provide additional support to students.

Student Demographics

HOPE serves a diverse and changing population of students as shown in the table below. HOPE Middle School has had continual enrollment decline for the past several years. Although enrollment overall has declined, the percentage of multilingual learners has increased. The 2022-23 HOPE enrollment demographics include 82% students of color, 45% English language learners, 8% homeless, and 64% free and reduced lunch. Although 2023-24 October count is not official at this time, our middle school enrollment is 314 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, 7% with disabilities, 13% of students with a READ plan.

HOPE Online Academy Co-Op Middle School October Count									
Year	Total Enroll	# Minority	% Minority	# F/R Lunch	% FRL	# ELL	% ELL	# Homeless	% Homeless
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%
2022-2023	394	318	81%	286	73%	190	48%	30	9.68

Student Count by Grade Level

Grade	2022-23 # Enrolled	2023-24 # Enrolled
6	81	59
7	132	103
8	181	152
Total	394	314

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

UIP Planning Process

This UIP has been developed by the Curriculum & Instruction Team in collaboration with internal and external stakeholders, including teachers, families, school leadership committee, school accountability committee, HOPE governing board, and Douglas County School District. The team analyzed a variety of data sources to determine the improvement challenges and root causes. Data analyzed includes:

- iReady diagnostic test results for achievement and growth in math and ELA
- CMAS results
- ACCESS results
- School performance framework results
- Academic coursework data
- Attendance and discipline data
- Student and Parent Data

Families were sent letters regarding our school performance rating, improvement status, information about the UIP strategies and an invitation to provide feedback in October 2023. This communication was provided in both English and Spanish.

Narrative on Data Analysis and Root Cause Identification

Based on the 2023 SPF, HOPE increased in the overall rating from 40.0 to 41.1. The Academic Achievement rating remained at the "Does Not Meet" level in both ELA and math compared to 2022, with the ELA percentile rank decreasing from 4 to 3 and math decreasing from 2 to 1. Although HOPE remained in the Approaching category for Academic Growth category, MGP for both ELA and math improved to 45 for ELA and 49 for math. MGP improvements were demonstrated for all subgroups with reportable data in both years.

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.

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).

The 22-23 major improvement strategies had limited effect on overall achievement, although more gains were seen on local iReady assessment than on CMAS. The Major Improvement Strategies had a more significant impact on growth, particularly in math with subgroups and 6th and 7th grade. Our new English Language Acquisition curriculum had a positive effect on Language Proficiency growth for most grades and on Academic Growth in English/Language Arts. We attribute this to a closer alignment to CAS standards than the previous MLL curriculum. Parent engagement strategies were effective in reducing the percentage of parent excusals but did not effect survey participation.

Academic Achievement Targets:

English Language Arts

CMAS Mean Scale Score will increase from 715 to 725 (approaching) in ELA. **NOT MET** The 2023 average scale score for ELA decreased to 713. 6th grade increased by 1 point while 7th & 8th grade declined

iReady ELA Spring average percentile will increase from 25 to 30. **MET** The Spring 2023 iReady Reading average percentile was 30.37

Math

CMAS Mean Scale Score will increase from 707 to 716 (approaching) in Math. **NOT MET** The 2023 average scale score for math was 705.7. 6th and 7th grade mean scores stayed the same and 8th grade decreased by 2 points.

iReady Math Spring average percentile will increase from 17 to 22. **MET** The Spring 2023 iReady Math average percentile was 29.4

Academic & Language Growth Targets:

English Language Arts

CMAS ELA MGP will increase from 41 to 46. **PARTIALLY MET** -the MGP for all students was 45. 6th grade showed the lowest growth with MGP of 43, 7th grade **MET** target with MGP of 49, 8th grade **MET** target MGP of 46. The majority of subgroups also **MET** target, multilingual learners exceeded the target with MGP of 51. The exception was Students with Disabilities estimated growth for this subgroup was 32 although these data should be interpreted with caution given the small sample size of 25.

55% of students will meet their Fall to Spring iReady Growth Target in ELA. **NOT MET**- 52% of students in all grades met their annual growth target.

Math

CMAS Math MGP will increase to 50. **PARTIALLY MET** - the MGP for all students was 49.0. 6th grade **MET** target with MGP of 56, 7th grade **MET** with 54.5 MGP and 8th Grade **NOT MET** MGP of 40, significantly lower than the previous year of 50. All subgroups except for students with disabilities **met or exceeded** 50 MGP target. SwD growth was 34

55% of students will meet their Fall to Spring iReady Growth Target in Math **PARTIALLY MET** Overall 54% of students met their growth target. It should be noted that grades **59%** of 6th grade and **56%** of 8th grade met their iReady Growth Target

Language Proficiency

ACCESS MGP will increase from 38 to 41. **PARTIALLY MET** - the overall MGP was 37, 6th grade **NOT MET** - MGP of 29 (+1 from 2023), 7th grade **MET** MGP 47 (+1), 8th grade 47 **MET** MGP (+8)

Parent Engagement Targets

Parent excusals for state testing will decrease by 10%; **NOT MET** Parent excusals for decreased by 6%

Parent survey responses will increase by 10%; **NOT MET** Parent survey responses remained stable at 15%

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

Our plan, particularly the components related to data driven instruction and focus helped us to identify that our primary online provider Edgenuity was not meeting the needs of students. Although aligned to the standards and we saw high completion rates, low achievement and growth in local benchmarks and state tests made it clear that the tasks being used to measure mastery within the online program were not accurate measures of student learning. As we dug in further, we noticed an overreliance on low-level depth of knowledge questions and tasks. There were limited opportunities for writing at grade level. Teachers with that provider were inconsistent at holding students accountable for demonstrating grade level performance and struggled to provide actionable feedback to students.

As a result, we conducted an RFP cycle and solicited bids from other online content providers to find a product and partner that would better meet the needs of our students. After a lengthy review process that involved many stakeholders, we selected Edmentum which had been piloted by a small number of middle school students last year and with drop-in students at the high school level. The new curriculum contains 2-3x performance tasks that involve student writing and demonstration of knowledge beyond multiple choice, than our previous program. While piloting we noticed a marked difference in the actionable feedback given to students by teachers. Additionally, the new program provides increased opportunities for synchronous instruction on a weekly basis. We are optimistic that this change will provide students with exposure to the high-level performance tasks and the instructional support needed to meet the expectations.

As the UIP reviewers mentioned in feedback, our plan, although comprehensive, was very large with too many action steps to successfully and consistently implemented across all content areas. Midway through the year, we narrowed our strategic focus to a few key areas including a strong focus on math intervention

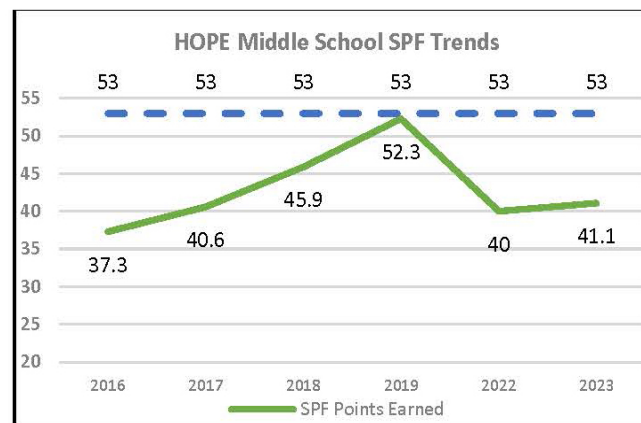
which we credit the growth in math on assessments. We have attempted to streamline this year's action plan to make a more sustainable impact on students. We have included more measurable implementation benchmarks and expanded performance targets to grade levels to allow for more targeted monitoring and adjustments.

Current Performance

- School Performance Framework**

the Priority Improvement Low Participation Plan rating category. In 2022-23, HOPE's SPF rating increased slightly to 41.1 percent of points.

Year	Points	Performance Rating
2023	41.1	Priority Improvement
2022	40	Priority Improvement: Low Participation
2019	52.3	Improvement
2018	45.9	Improvement
2017	40.6	Priority Improvement



Prior to the pandemic, HOPE demonstrated improvement across 5 years of accountability ratings. Unfortunately, the pandemic interrupted these positive trends and in the 2021-22 HOPE's SPF score dropped to 40 placing us in

The parent refusal rate dropped from 20% in 2022 to 14% in 2023. Approximately 80% of students in both ELA and math 2022 and 2023 had valid test results. Although parent refusals overall were lower, this is an area we will continue to address and monitor.

CMAS Parent Excusals

	ELA	Math
2019	2%	2%
2022	21%	20%
2023	14%	14%

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 stable and high levels of parent satisfaction with their child's experience at HOPE (Table 4). Below is a representation of questions and the overall percent of satisfaction. It should also be noted that questions associated with the HOPE Parent Survey were identified and based on the nationally validated survey from the Quaglia Institute (School Voice Report, 2016).

HOPE-wide Parent Survey Results 5 Year Trend 2018-2023 % Agreement

Survey Question	2018	2019	2021	2022	2023	2 Yr Diff
Attendance has improved.	76%	83%	79%	80%	75%	-5%
Attitude toward school is better.	84%	89%	85%	84%	84%	0%
Grades have improved.	83%	90%	81%	88%	84%	-4%
Quality of education has improved.	82%	88%	82%	92%	89%	-3%
The curriculum is helpful to my student.	82%	90%	91%	89%	91%	2%
I receive information about the curriculum my student is learning.	81%	85%	79%	81%	80%	0%
I am well informed about my student's academic progress.	88%	92%	89%	92%	89%	-3%
I am satisfied with my student's academic progress.	85%	90%	89%	87%	91%	4%
I feel respected at our school.	91%	94%	98%	95%	95%	-1%
I feel like the staff at our school care about my student.	91%	95%	94%	98%	89%	-9%
I feel that my student belongs at this school.	87%	93%	96%	82%	89%	7%
I feel comfortable talking with the staff.	90%	95%	96%	97%	88%	-9%
Our family feels welcomed when we attend activities at our school.	91%	92%	89%	94%	89%	-4%
My student is safe at our school.	89%	93%	96%	89%	82%	-6%
Discipline problems are handled appropriately.	79%	86%	80%	78%	80%	2%
Overall Median	85%	90%	89%	89%	89%	0%

Fifty-six (56) middle school parents responded to the 2023 parent survey. Of these families, 79% responded using the English survey, and 21% completed the Spanish translated version. Thirty-two percent (32%) of these were new to HOPE and 80% had at least one student enrolled for three or more years. Of these, 66% reported that they liked the small learning environment, with 55% reporting they liked the additional attention provided to their child as a result of the small environment. Forty-one percent (41%) reported that they selected HOPE because their child was not doing well in the previous school; 43% responded their child was not getting the individual attention he/she needed for learning; and 29% 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), and the mean for 2023 was 4.26 (n=56), showing a slight, non-significant decrease and proportional to the declining enrollment. 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. Ninety-three (93) students responded to the survey in Spring 2023. Questions for this assessment have 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 2022 overall mean score for middle school was 3.89 (n=139) showing a slight nonsignificant decrease. The 2023 overall mean score was 4.01 (n=93). While there was an increase in the overall mean and agreement to many of the questions, caution should be used when interpreting this data given the sample size represents 24% of the student population.

Results are disaggregated and reviewed each year with the Learning Site Director, Building Leadership Teams, and Student Support to address trends. Based on the analysis of the 2023 results, Academic Liaisons and Student Support/Mental Health team members work with the Learning Site Building Leadership Team to address concerns and create plans to enhance the climate and student affiliation. Two questions about bullying were also included in the affiliation survey. Of those completing the survey in 2023, 77% agreed or strongly agreed to the statement they have NOT been bullied at or around the learning site, up from the 58% agreement reported in 2022. We attribute the decrease in the reported personal experiences to programming provided through Bully

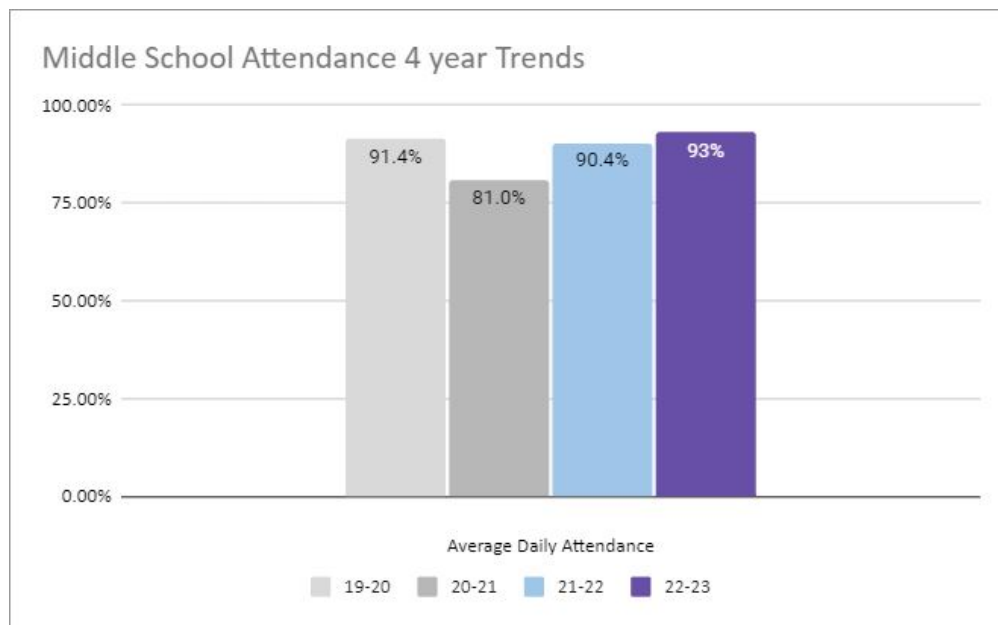
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HOPE Student Affiliation Survey 5 Year Comparison

	2018	2019	2021	2022	2023
I feel the adults in this center know and care about me	67%	77%	87%	74%	78%
The teaching staff at the center help me when I don't understand my work	77%	86%	94%	86%	89%
The teaching staff let me know when I am doing well and on track with course completion.	81%	88%	91%	88%	84%
It is important that I attend school	87%	88%	92%	85%	81%
It is important to the adults at the center that I graduate	75%	80%	81%	81%	86%
The adults at the center believe I can go to college after I graduate	64%	75%	81%	55%	62%
I think the center is safe for students	64%	75%	90%	79%	82%
I have my teacher or other adults I can go to when I don't feel safe or someone is giving me problems	65%	73%	78%	74%	73%
There is a regular schedule of classes that we follow at the center	79%	86%	93%	79%	81%
The students here are expected to act appropriately	80%	82%	88%	82%	78%
I like coming to this school.				57%	73%
The adults here are encouraging				77%	78%
The staff encourage me to do my work				86%	87%
Overall Median	75%	81%	87%	79%	81%

Attendance Rates

HOPE uses physical attendance and online participation to capture attendance. While we felt the impact of COVID during 2020-21, our attendance trends for the past three years suggest our efforts to improve attendance have resulted in a stable average attendance rate above 90% for the last 2 years. All HOPE and Learning Site student support and instructional support staff continuously monitor student engagement in their online courses and provide support to students as needed.



CMAS Status Academic Achievement

English/Language Arts and Math Composite Trends All Students

Three-hundred twenty-six (326) students in grades 6 through 8 participated in the CMAS in spring of 2023. Growth results for 2023 include 65% of students in reading, and 65% in math, a concern when trying to interpret these data for instruction or accountability. Therefore, we used an analysis of the 2 year match cohort for CMAS ELA and math from 2022 and 2023 to determine if there were changes in performance. Below are the results for ELA and math for those who tested. While limited, this data suggests there may be some recovery from the previous years.

In ELA, the mean scale score decreased overall and at each grade level, but the percent of students meeting or exceeding grade level expectations increased in all

grades. Notably 7th grade percent of students slightly exceeded pre-pandemic results.

CMAS ELA Trends 2018-2023

	2018	2019	2021	2022	2023	# Tested in 2023
Grade	% of Students Scoring Met or Exceeded					
6	7%	14%		9%	12%	69
7	16%	16%	13%	15%	17%	103
8	14%	18%		13%	17%	142

In math, the mean scale score decreased by 2 points overall, the mean score remained stable for 6th and 7th grades and dropped by 2 points in 8th grade. The percent of students meeting expectations continues to be very low for all grade levels, but increased in 6th and 7th grades compared to the prior year and remained stable for 8th grade.

CMAS Math Trends 2018-2023

	2018	2019	2021	2022	2023	# Tested in 2023
Grade	% of Students Scoring Met or Exceeded					
6	6%	8%	3%	4%	7%	72
7	6%	5%		4%	6%	108
8	11%	9%	4%	6%	6%	146

CMAS Composite Trends 2 year Cohort Comparison

We analyzed 2022 and 2023 data to develop a cohort comparison. This data provides more insight into the instructional impact since it is the group of students who have been consistently in the school for two grade levels. Overall, there were 140 students enrolled in HOPE from Fall 2022 to Spring 2023, and who took both the 2022 and 2023 CMAS assessments. This represents 35% of the students who participated in 2023 CMAS. Although the cohort data is limited, this data can provide some stable markers for determining instructional impact. These data suggest that for this group of students overall, the cohort made gains in both math and reading with more students with the rate of students performing at the Met/Exceeds performance level in 2023 double the rate of 2022. and fewer students performing in the Not Met category. Median percentiles improved for math at both grade levels and for 7th grade English.

CMAS 2022 to 2023 Cohort Performance Level N-140

	Not Met		Met/Exceeded	
	2022	2023	2022	2023
ELA	34%	33%	11%	22%
Math	39%	38%	4%	8%

CMAS 2022 to 2023 Cohort Median Percentile N-140

Grade	ELA %tile 2022	ELA %tile23	MA %tile 2022	MA %tile 23	# in Cohort
7	19.00	20.00	17.67	23.75	59
8	26.33	25.50	22.00	25.20	81
Total Cohort	21.71	24.14	20.13	24.50	140

In reviewing cohort data by sub-group we saw similar trends. Note: Students with Disabilities are not included in this data because the N (14) is too small to report. The exception is 8th grade math where there was a significant increase in the number of cohort students who did not meet expectations.

CMAS ELA 2 Yr Cohort by Subgroup

	Not Met		Met/Exceeded		# In Cohort
Subgroup	2022	2023	2022	2023	
ML	53%	45%	0%	5%	58
FRL	36%	34%	9%	21%	124
Non-White	36%	33%	12%	24%	129
Grd 7	34%	36%	5%	15%	59
Grd 8	34%	32%	15%	24%	82

CMAS Math 2 Yr Cohort by Subgroup

	Not Met		Met/Exceeded		# In Cohort
Subgroup	2022	2023	2022	2023	
ML	55%	43%	0%	0%	58
FRL	41%	38%	2%	6%	123
Non-White	38%	39%	4%	8%	128
Grd 7	58%	25%	3%	7%	59
Grd 8	25%	47%	5%	9%	81

CMAS Sub-Content/Domain Analysis All Students

English Language Arts Sub-Content Scores

Analysis of ELA Sub-Content show strengths in vocabulary which is an on-going area of focus, but continued challenges in comprehension of literature and informational texts. Writing-related items scored the lowest of the ELA subcontent areas.

2023 CMAS Grade 6 ELA Subcontent Area Percentage of Points Earned

	Rdg Lit Text	Rdg Info Text	Rdg Vocab	Wrtg Expr	Wrtg WKL
Mean	27	25	39	7	8
Median	22	23	38	0	0
25th %tile	17	14	13	0	0
50th %tile	22	23	38	0	0
75th %tile	33	32	63	13	17

2023 CMAS Grade 7 ELA Subcontent Area Percentage of Point Earned

	Rdg Lit Text	Rdg Info Text	Rdg Vocab	Wrtg Expr	Wrtg WKL
Mean	24	23	30	13	12
Median	17	18	20	13	0
25th %tile	11	14	10	0	0
50th %tile	17	18	20	13	0
75th %tile	39	32	40	13	17

2023 CMAS Grade 8 ELA Subcontent Area Percentage of Point Earned

	Rdg Lit Text	Rdg Info Text	Rdg Vocab	Wrtg Expr	Wrtg WKL
Mean	31	26	38	14	17
Median	28	23	30	13	0
25th %tile	17	13	20	0	0
50th %tile	28	23	30	13	0
75th %tile	40	36	50	25	33

Although there was a slight improvement in writing, over half of the 6th-grade students, and over 40% of the 7th and 8th graders are not scoring on the writing portion of the ELA test, suggesting that we need to spend more time supporting students in writing beyond summary and recall level responses.

2022-23 CMAS ELA Writing Percentage of Point Earned by Grade

	6		7		8	
	2022	2023	2022	2023	2022	2023
No Points Earned	61	58	53	44	37	44
1-19% Points	27	30	23	31	34	25
20-40% Points	13	8	19	15	20	18
41-60% Points	0	4	5	6	6	10
61-100% Points	0	0	0	4	3	3

Math Domain Scores

Math domain subscores reveal the need to continue strengthening the area of algebraic thinking with all students since the expressions and equations subscores are lowest. Here again, we see the possible need for an alignment study from the 6th through the 7th grade to ensure the materials related to ratio and proportion

and equations support grade-level expectations.

2023 6th Grade CMAS Math Domain Percentage of Point Earned

	Ratio and Proportion	The Number System	Expressions and Equations
Mean	22	21	9
Median	22	19	0
25th %tile	11	13	0
50th %tile	22	19	0
75th %tile	30	25	14

2023 7th Grade CMAS Math Domain Percentage of Point Earned

	Ratio and Proportion	The Number System	Expressions and Equations	Statistics and Probability
Mean	16	35	10	30
Median	9	40	0	20
25th %tile	0	20	0	20
50th %tile	9	40	0	20
75th %tile	27	60	14	40

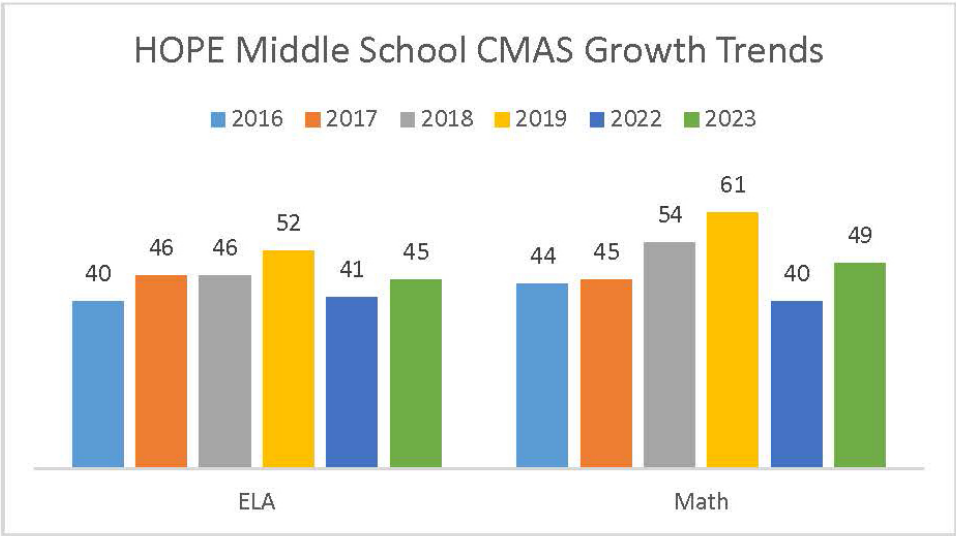
2023 8th Grade CMAS Math Domain Percentage of Point Earned

	Geometry	Expressions and Equations	Functions
Mean	22	19	28
Median	20	18	29
25th %tile	10	9	14
50th %tile	20	18	29
75th %tile	30	27	43

CMAS Academic Growth

Of the HOPE middle school population, 75% of students have a growth score for ELA and 82% have a score included in the overall MGP for math. The reported MGP ELA and math for all students was 45 and 49, respectively. It should be noted that all subgroups were at the 49th percentile or above in ELA and the 50th

percentile or above in math, with the exception of students with disabilities who scored at the 32rd and 34th percentile, respectively. It should be noted that the N size of this group is 25, which is not sufficient to make inferences about the overall growth of this subgroup. Castellano & Ho, 2013; McCaffrey, Castellano, & Lockwood, 2015; Monroe & Cai, 2015, all found that small sample size significantly affect the SGP estimates. Further, Culbertson (2016) found that SGP estimates are less precise for high- and low-achieving students than for students with average achievement when the total sample size is small, as is the case for students with disabilities. Therefore, we rely on other data to inform the achievement performance for this population of students.



CMAS Science:

There were 140 or 77% of HOPE 8th graders who participated in the 2023 CMAS Science assessment. The mean scale score for those testing was 703 with 78% partially meeting expectations. The number who met or exceeded expectations was too small for report.

Science CMAS Percent Met/Exceeded Expectations

Grade	2017	2018	2019	2019	2023
8	3%	4%	4%	4%	*

Local Assessment

iReady Diagnostic Assessments

We used the Fall to Spring results for the 2022-23 school year. Overall, there were 356 students in grades 6-8, who took the iReady assessment in ELA in both Fall and Spring and 336 students in the math cohort. Student score a Fall and Spring median percentile of 21 and 22, respectively, in ELA and a median percentile of 15 and 17 for Fall and Spring periods in math. Results in both areas are far below the 55th percentile where the vendor has predicted CMAS grade proficiency. While ELA is flat in percentile changes, both 6th and 7th grade math saw upward 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.

iReady Fall 2022 to Spring 2023 Mean ELA SS and Median Percentiles

Grade	F Lit SS	F Lit %tile	Spg Lit SS	Spg Lit %tile	Total N
6	523.4	22	534.2	20	78
7	533.8	23	549.4	23	118
8	551.3	21	566.3	22	160
Total	539.6	21	553.6	22	356

iReady Fall 2022 to Spring 2023 Mean Math SS and Median Percentiles

Grade	F Math SS	F Math %tile	Spg Math SS	Spg Math %tile	Total N
6	445.6	14	465.1	20	70
7	456.6	16	469.4	18	108
8	462.8	15	479.2	14	158
Total	457.2	15	473.1	17	336

Although percentile remained stable, we did see a decrease in the percent of students scoring in 2 or more grade levels below, and an increase in the percent of student performing at grade level. The results show more stable 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 2022-23 Grades 6-8 Diagnostic Placement

Placement Level	F ELA	Spg ELA	F Math	Spg Math
On Level	14%	23%	18%	23%
1 Level Below	11%	14%	19%	19%
2 or More Levels Below	75%	63%	73%	57%

When looking at the cohort of students taking iReady, the data suggests approximately half of students made typical growth from Fall to Spring. Reading saw a slight increase in the percentage of students meeting the target overall, with the growth at 8th grade being the driver to overall percentage change. Similar to CMAS Math results, although scale scores are below ELA and reading, growth in math is greater than seen in ELA. Fifty-four percent (54%) of students met their growth target in math, the largest change seen in 6th and 8th grade. We attribute this to our focus on math interventions throughout the 2022-23 school year.

**ELA Percent of Student Met Growth Target
– Spring 2022 and Spring 2023**

Grade	Spring 2022	Spring 2023
6	49%	49%
7	53%	53%
8	45%	53%
Total	49%	52%

**Math Percent of Student Met Growth Target
– Spring 2022 and Spring 2023**

Grade	Spring 2022	Spring 2023
6	46%	59%
7	49%	50%
8	50%	56%
Total	48%	54%

iReady Fall 2022 ELA Subcontent Means Scores

Grade	Vocab	Rdg Comp Lit	Rdg Comp Info Txt
6	530.6	521.3	511.9
7	544.2	527.7	519.7
8	567.7	545.5	533.8

iReady Fall 2022 Math Subcontent Mean Scores

Grade	Num/Op	Algebra	Measure/Data	Geo
6	447.6	450.6	442.4	439.2
7	455.7	457.4	449.5	446.1
8	464.7	465.2	460.0	458.8

iReady Spring 2023 ELA Subcontent Means Scores

Grade	Vocab	Rdg Comp Lit	Rdg Comp Info Txt
6	550.2	528.7	519.8
7	561.1	543.7	537.9
8	583.6	562.9	549.9

iReady Spring 2023 Math Subcontent Mean Scores

Grade	Num/Op	Algebra	Measure/Data	Geo
6	465.2	462.1	461.6	459.3
7	473.0	468.7	466.1	465.3
8	480.5	477.1	477.5	476.1

Fall to Spring subcontent scale scores demonstrate 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 information text continued to be the area with the lowest scale scores and will be a continued focus for the 2023-24 school year.

Overall, mathematics had smaller gains than ELA. Although the lowest scores were in the Geometry domain, this was an area of focus and resulted in the strongest improvement in Fall to Spring scores with the average scale score gain of 18.9 points. 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 2023-24 school year.

English Language Proficiency

ACCESS

One-hundred fifty-eight (158) middle school students participated in the ACCESS testing during the 2022-23 school year. Of these, 156 students had completed the entire assessment. All students tested were students identified as Hispanic/Latino with a primary home language of Spanish. Overall, 29% of students tested as non-English proficient (NEP) and 64% as limited English proficient (LEP). Ten of the eleven students testing FEP were exited from EL services in spring 2023. Out of the 158 student who were tested, 10% were reported by families as attending a U.S. school for one year or less. One-hundred thirteen (113) students or 72%, have been in the U.S. between six to nine years. Of the students who have been in the U.S. for six years or more with a test score, 15% tested as NEP and 75% tested as LEP. These students are considered long-term English learner (LTEL).

Students Tested 2023 ACCESS

Grade	# Tested	Percent
6	52	33
7	58	37
8	48	30
Total	158	100

2023 ACCESS Proficiency Level Results

Grade	% NEP	%LEP	%FEP
6	21%	67%	12%
7	30%	66%	4%
8	35%	58%	6%

ACCESS Trend Data

Year	# Tested	Mean Comp SS	MGP	% Eligible for Redesign
2020	195	340	38	9.2
2021	153	337		8.5
2022	156	337	38	8.3
2023	156	320	37	6.2

ACCESS 3 Year Overall Mean Composite PL Trend Data

Grade	2021 PL	2022 PL	2023 PL	# with Scores
6	3.04	3.15	3.17	52
7	3.38	3.08	2.86	56
8	3.02	3.25	2.75	48
Total	3.15	3.16	2.93	156

2023 Subcontent Area Average Performance Level

Grade	Listening	Reading	Speaking	Writing	Comp	Oral	Literacy	Overall
6	4.64	3.08	2.93	3.01	3.65	3.55	2.98	3.17
7	4.39	2.71	2.56	2.84	3.23	3.20	2.72	2.86
8	4.01	2.61	2.58	2.82	2.97	3.11	2.58	2.75
Total	4.36	2.80	2.69	2.89	3.29	3.29	2.76	2.93

Comparison of the mean scale score indicates a slight downward trend with a decrease in the overall proficiency level for students in 7th and 8th grade. Fewer students were eligible for re-designation in the current year as well. Growth data for the 2022-23 results suggest growth remained below expected performance with a slight decrease from 38 in the previous year to 37 for the 2023 testing.

There are 66 students within a two-year cohort comparison (2022 and 2023). We analyzed the 2022 and 2023 performance level changes for students within the cohort. We compared the mean performance level scores from 2022 to 2023 using paired sample tests and found a non-meaningful significant difference between the years in student performance. The overall mean score for the cohort in 2022 was 2.844, while the overall mean score for 2023 was 2.835.

ACCESS 2 Year Cohort Changes in Overall Mean PL Scores

Grade	# in 2 Year Cohort	Percent	2022 Mean	2023 Mean	Change
7	37	56	2.94	2.91	-0.03
8	29	44	2.70	2.76	0.06
Total	66	100	2.83	2.84	0.01

Two Year Cohort Subcontent Mean PL Scores in 2022 and 2023

2022	Listening	Reading	Speaking	Writing	Comprehension	Oral	Literacy	Overall
7	4.66	2.82	2.54	2.75	3.31	3.52	2.61	2.91
8	4.00	2.61	2.21	2.89	2.68	3.10	2.59	2.76
Total	4.37	2.73	2.40	2.81	3.03	3.34	2.60	2.84

2023	Listening	Reading	Speaking	Writing	Comprehension	Oral	Literacy	Overall
7	4.49	2.66	2.66	2.95	3.25	3.29	2.79	2.94
8	3.98	2.56	2.51	2.80	2.92	3.04	2.52	2.70
Total	4.27	2.62	2.59	2.88	3.10	3.18	2.67	2.83

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. This data also suggests a need to consider additional strategies that will better support the number of multilingual students who are considered LTEL.

Trend Analysis



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

2023 CMAS data show stable mean scale scores, 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 (2022 and 2023 scale score) shows ELA percentiles for the cohort improved slightly, and the percent of students in the Meets/Exceed doubled for ELA overall and each subgroup. In math, the median percentile for cohort improved and the percent of cohort students meeting expectations in math also doubled in 2023.



Trend Direction: Increasing
Performance Indicator Target: Academic Growth

The MGP for Academic Growth improved in ELA (45. +4 from 2022) and math (49. +9 from 2022).



Trend Direction: Stable
Performance Indicator Target: English Language Development and Attainment

The MGP for ELP remained stable between 2022 and 2023 with a rating of 38 and 37 respectively. Notably 8th grade ACCESS MGP increased +8, while 6th and 7th grades had minimal change.



Trend Direction: Increasing
Performance Indicator Target: Disaggregated Growth

All students in subgroups increased in the area of growth from 2022 except students with disabilities. Students identified as multilingual were identified as Meets in ELA, up from approaching in the previous year. All students except SWD were at Meets in math, up from a rating of approaching in 2022.

Additional Trend Information:

Across the continuum of assessments we noticed a common theme of 8th grade demonstrating achievement at a lower rate than other grade levels. A particular area of concern is achievement and growth in 8th grade math.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: 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.

Area of Focus: Math



Root Cause: 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.



Root Cause: 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.

Root Cause Category: Intervention Systems



Root Cause: 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.

Root Cause: 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.

Root Cause Category: Teacher Development



Priority Performance Challenge: 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.

Area of Focus: English/Language Arts



Root Cause: 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.

Root Cause: Lack of Rigorous and Aligned Tier 1 Curriculum

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Root Cause Category: Teacher Development



Priority Performance Challenge: MLL Language Proficiency Growth is not meeting 50 MGP

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

Area of Focus: WIDA Access growth/growth challenges for English Learners



Root Cause: 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.

Root Cause Category: Intervention Systems

Root Cause: Lack of Rigorous and Aligned Tier 1 Curriculum

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Root Cause: 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.

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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.

Root Cause Category: Teacher Development



Priority Performance Challenge: 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.

Area of Focus: Other growth



Root Cause: 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.

Root Cause: Low Level Instruction, Support and Feedback



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Root Cause: Differentiated Interventions and Supports not Targeted



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Root Cause Category: Intervention Systems

Root Cause: Adult Deficit Mindsets

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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.

Root Cause Category: Teacher Development

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. 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.

- Change core online curriculum program.
- Increased frequency and consistency of intervention level instruction that includes enhanced progress monitoring and administrative level accountability and support.
- Research and implement effective strategies to provide more effective support for special populations.
- 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.

Magnitude of Root Causes and Rationale for Selection:



Improving academic achievement and growth for all students regardless of multilingual or learning disability remains an area of priority for the 2023-24 school year. Although we have seen growth in some areas it is not enough to close the learning gaps that exist for many of our students. We spent a considerable amount of time building data systems and attempting to build supports into our previous online curriculum with limited results.

In addition to data analysis of local and state assessments, we reviewed data from coursework and in class observations to verify our root causes.

At mid-year we engaged in a formal review of the online curriculum and student level work in the curriculum. We found that many of the online teachers were allowing students to submit substandard work and/or did not hold students accountable for revising plagiarized work. In a review of graded material from several courses and over 100 students, we found:

- 70% did not meet grade level expectations, responses even for essay assignments were very brief, often did not extend beyond the summary/recall level of analysis and did not address all components of the prompt, but still received average or higher grades
- Less than 10% of samples outside of ELA courses and 40% in ELA received meaningful feedback that addressed specific student skills
- Over 50% of samples were plagiarized from sources easily found on the internet

In observation of offline critical thinking classrooms, there was an improvement of implementing the lessons consistently. However, instruction was primarily limited to reading of slides that accompany the lessons and a significant amount of hand-holding of students through the performance task. The majority of time was spent on procedural tasks with inquiry components of the lesson skipped or answered by a teacher or single student. When asked why? Common themes were tied to students being so far below grade level they needed help, students not understanding do to English proficiency, time and mentor confidence in adjusting lesson plan/accurately answering student questions. More challenging components of the performance task that are most aligned to items seen on state assessments were either skipped, given only to a select students who had finished or used as a whole class discussion.

Action Plans

Planning Form



Implement New Online Core Curriculum with Data Driven Instructional Practices

What will success look like: 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.

Describe the research/evidence base supporting the strategy and why it is a good fit: This strategy is supported by an evidence base that meets ESSA level 3 or higher. Research is clear that high quality, standards-aligned curriculum and instructional materials are essential for student success. When evaluating online curriculum it is important that product meet instructional expectations similar to a traditional classroom. Research shows that deliberate practice is a powerful influence on student achievement because initial learning can be consolidated from surface knowledge and committed to long-term memory (Hattie, 2009; Hattie & Yates, 2013). It refers to intentional, highly structured, and sustained student effort that impacts knowledge and skill acquisition and retention. The learning curve relies on the links among

practice, reinforcement, immediate feedback, and performance (Campitelli & Gobet, 2011; Hattie & Yates, 2013). Students use metacognitive skills to select, monitor, manage, and evaluate cognitive processes to self-reflect on how they learn and strategically employ the most effective learning strategies in their work (McGuire, 2015). Thoughtful self-monitoring practices are associated with better learning (National Research Council, 2005, 2013). Instructional strategies that utilize metacognition have been found to be strongly associated with positive educational outcomes (Hattie, 2009, 2012). Edmentum designs each tutorial to open with an objective so that both learners and educators know the goal of the lesson and the material that is assessed. The introduction of new content is carefully managed to avoid cognitive overload. Guided problems and examples provide models to support learning through worked examples that reveal the thinking process. This structure has been found to have a high impact on student learning (Archer & Hughes, 2011). The gradual release of responsibility framework moves learners from guided to independent work in a stepwise fashion. Within each lesson, learners begin with an overview of the concept, interact with guided examples, and apply their learning in items that check for understanding. Mastery test performance indicates how well learners can work independently with the content. This strategy is a good fit because it is clear that previous curriculum was not providing students with the conceptual understanding and opportunities to practice high-leverage skills in a rigorous manner. We will continue to refine and develop our data-driven instructional practices from the prior year, the new curriculum and changes to offline supplemental critical thinking materials continue to support a comprehensive assessment plan and provide educators access to relevant data. Regular monitoring of student learning and the instructional adjustments that are made based on the analysis of the results including common misconceptions are critical to student growth. (Santoyo, 2019) Data Driven Instruction was developed and aligned to the CDE's Strategy Guide in this area. The Concerns-Based Adoption Model (CBAM) will be used to help monitor and guide the implementation of the new curriculum. CBAM has been widely researched over the last 30 years and has consistently been reported as valid and reliable model for evaluating the implementation of new initiatives in educational environments.

Strategy Category: Curriculum and Content

Associated Root Causes:

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.

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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Standards Mastery Math	By December 2023, the percent of students meeting or exceed grade level expectations on iReady standards mastery will increase by 10% (2022 =13/5/7%). By April 2023, the percent of students meeting or exceed grade level expectations on iReady standards mastery will increase be 20% or higher (2022 =13/5/7%).	08/16/2023 05/24/2024 Monthly	Curriculum Specialists, Online Teachers, HOPE and Learning Site Instructional Staff	In Progress
 Standards Mastery ELA	By December 2023, the percent of students meeting or exceed grade level expectations on iReady Reading standards mastery will increase by 10% (2022 =17/18/28%). By April 2023, the percent of students meeting or exceed grade level expectations on iReady standards mastery will increase be 45% or higher 10% (2022 =17/18/28%).	08/16/2023 05/24/2024 Monthly	Curriculum Specialists, Online Teachers, HOPE and Learning Site Instructional Staff	In Progress
 Student Ownership of Learning	By December 2023, Strategies that promote productive struggle and academic conversations will be observed in 50% of classrooms. 70% by March 2023, 100% by May of 2024. By October 2023, 20% of students in focus groups will report understanding of personal responsibility for learning explaining steps they can take to improve grade and complete online performance tasks. This measure will move to 50% by December 2023 and 80% by May 2024.	08/16/2023 05/24/2024 Monthly	Regional Academic Liaisons, Instructional Coaches, Curriculum Specialists	In Progress



Monitoring of MIS
with Building and
Schoolwide
Leadership teams

By December 2023, 100% of learning site BLTs will complete weekly Action Planning protocols and monthly learning site PLC documentation.

08/16/2023
05/24/2024
Weekly

Learning Site Directors, HOPE Site
Coordinators, Regional Academic
Liaisons, Instructional Coaches,

In Progress



Curriculum
Implementation

By October 1, 2023, 100% of students will have at least 3 core courses in the new Edmentum platform. By November 2023, 70% of HOPE and Learning Site staff will be in the "Mechanical Use" stage or higher (CBAM Levels of Implementation) . By December 2023, 60% or more of staff will be in the Routine Use or higher stage.

08/18/2023
05/24/2024
Quarterly

Academic Advisors

In Progress



Synchronous
Instruction with
Online Teachers

By October 30, 2023, all students will have participated in at least one synchronous instruction session with an online teacher. By December 2023, 60% of students will participate in a weekly synchronous instruction session with an online teacher in each core content area. By March 2023, 80% of students will participate in a weekly synchronous instruction session with an online teacher in each core content area.

08/18/2023
05/24/2024
Weekly

Online Teachers, Learning Site
Directors and Mentors

In Progress



Feedback on
Writing

By October 31, 2023, all students will receive rubric based actionable and meaningful feedback on a performance task that involved writing in at least 1 ELA and 1 other content area. By December 21, 2023, all students will have received and responded to at least 5 instances of teacher feedback in first semester courses. By March 2024, all students will have at least 7 samples of revised and improved written work across multiple content areas.

09/01/2023
05/24/2024
Weekly

Online Teachers, Classroom Mentors,
HOPE Site Coordinators, Instructional
Coaches

In Progress

By October 1, 2023, all primary guardians will have an Edmentum parent portal account. By Dec 21, 2023, at least 10% of families

09/01/2023



Family Engagement




will have utilized parent portal or responded to teacher communication. By May of 2024, 90% of responses to family survey indicate they have received regular information on their student's academic progress.

05/24/2024
Monthly

Online Teachers, Classroom Mentors,
Learning Site Directors

In Progress

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Edmentum Collaborative Planning Meetings	Weekly meeting with be held with leaders from online curriculum providers to develop shared vision and program goals, evaluate online performance data and ensure that contracted teachers follow the HOPE instructional model expectations. Quarterly meeting with learning sites and content teachers.	07/01/2023 06/30/2024	Meeting time, School-wide goals, Edmentum Implementation project plan	Edmentum Program Manager, Edmentum Instructional Administration, Ex. Director Curriculum & Instruction, Curriculum Specialists	In Progress
 Critical Thinking Workbooks	Create student workbooks for offline critical thinking classes to ensure all students have the same materials and common formative assessments are completed by all in-person students. Enable instructors, coaches and curriculum specialist to easily view student work and keep records of student performance and progress.	07/01/2023 01/15/2024		Curriculum Specialists	In Progress
 iReady Standard Mastery	Review sequence and standards covered for alignment to CMAS Frameworks to ensure we have accurate, reliable and actionable progress monitoring data to work from.	07/01/2023 10/01/2023	iReady Standards Mastery assessment, CMAS Test design resources	Curriculum Specialists	In Progress



Family Engagement

Provided families with an overview of the new curriculum platform and reasons for changing. Discuss their student's progress and instructional needs during parent conferences. Provide training for parents on accessing the Edmentum parent portal to see student's progress.

08/01/2023
10/31/2023

Title I funds,
Edmentum parent
resources,
Edmentum parent
portal, HOPE
Website

Edmentum
Program
Manager,
Learning Site
Directors,
Classroom
Mentors,
Community
Engagement
team.

In Progress



Student Curriculum Orientation

Develop student resource guides and instruction to help students learn how to navigate, use new curriculum and learn how to access synchronous learning opportunities and other instructional supports.

08/16/2023
10/31/2023

Edmentum
Student
Resources,
Edmentum Staff
Resources

Edmentum
Program
Manager, Ex.
Director
Curriculum &
Instruction,
Curriculum
Specialists,
Classroom
Mentors, HOPE
Site Coordinators

In Progress



Increase Online Teacher, Student, Mentor collaboration

Adjust Google Ed Suite directory and permissions to allow for synchronous communication via google chat, meets and Zoom for online teachers, students.

08/16/2023
05/24/2024

Technology Tools

HOPE Technology
Coordinator,
Edmentum
Program
Manager, Ex.
Director
Curriculum &
Instruction

In Progress



Develop additional
ELA Critical
Thinking lessons

Develop additional critical thinking lessons that can be used to re-teach standards where we saw less than 20% of students demonstrating mastery through iReady Assessments. (RI 6.1, RI 6.3, RI 7.1, RL 7.3, RL 8.1, RL 8.3)

08/16/2023
12/18/2023

iReady Teacher
Toolbox, Common
Lit, NewELa

Literacy
Curriculum
Specialist

In Progress



Develop Online
Teacher Website

Develop and host internal teacher resource website to provide students and center based staff to additional resources that support students in completing and mastering rigorous performance tasks. Examples include graphic organizers, relevant internet resources, outlines, guided notes, etc.

08/16/2023
05/24/2024

Teacher
developed, course
specific support
materials

Technology
Coordinator,
Edmentum
Program
Manager, Online
Teachers

In Progress



Instructional Day
Scheduling

Adjust instructional day schedules and expectations to ensure students have equitable access to synchronous instruction sessions with online teachers.

08/17/2023
05/24/2024

Online meeting
tools - Google
Meet, Zoom

Online Teachers,
Learning Site
Directors,
Classroom
Mentors

In Progress



Develop additional
Math critical
thinking lessons

Develop additional critical thinking lessons that can be used to re-teach standards where we saw less than 20% of students demonstrating mastery through iReady Assessments. (6.NS.A.1-2, 6.EE.A.3, 6.EE.A.4, 7.EE.B.4b, 7.G.A.1, 8.F.A.1, 8.G.B.6, 8.G.B.7)

08/17/2023
12/21/2023

iReady Teacher
Toolbox, Kahn
Academy, EBI
Network

Math Curriculum
Specialist

In Progress



CBAM - School
Staff




Develop and administer CBAM based Levels of Use survey for school staff to measure staff implementation of new curriculum. Conduct quarterly staff focus groups using Stages of Concern questionnaire

09/01/2023
05/24/2024

Edmentum
Implementation
Project Plan,
CBAM Levels of
Use Survey,
CBAM Stages of

Edmentum
Program
Manager,
Edmentum
Instructional
Administration,
Ex. Director
Curriculum &

In Progress

				Concern Staff Questionnaire	Instruction, Curriculum Specialists	
	Teacher/Family Communication	Online teachers will provide course progress reports to parents on a monthly basis. HOPE Site Coordinators will provide a comprehensive progress report from all courses on a monthly basis.	09/15/2023 05/24/2024	Edmentum Genius LMS	Online Teachers, HOPE Site Coordinators	In Progress
	Concerns Based Adoption Model - Students	Conduct quarterly representative student focus groups using adapted CBAM Stages of Concern Questionnaire to gather levels of student concerns related to new curriculum.	09/20/2023 05/24/2024	CBAM SoQC focus group questionnaire	Ex. Director Curriculum & Instruction, Regional Academic Liaison, Curriculum Specialists, students	In Progress
	Student Work Audits	Instructional Coaches or other admin will Conduct a "Student Work" audit of completed work from a representative sample of classrooms and students (1-2x/week) to gather evidence of actionable and meaningful feedback given to students.	10/23/2023 05/24/2024		Instructional Coaches, Regional Academic Liaison, Curriculum Specialists, Edmentum Instructional Admin	In Progress



Improve MTSS through Targeted Intervention Instruction and Data Collection

What will success look like: 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.

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). This strategy was informed by CDE Strategy Guide on High Dosage Tutoring and the archived Multi-Tiered Systems of Supports Strategy guides that provided the ESSA level 3 evidence base. Tutoring during the school day leads to an increased effect size of 0.4 standard deviations. High Dosage Tutoring is more likely to positively impact student achievement when the instructional content of tutoring closely matches the students' needs.

Strategy Category: Targeted Student Academic Supports

Associated Root Causes:



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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Formative Assessment	By December 2023, 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.	09/01/2023 05/24/2024 Weekly	MI Specialists, Learning Specialists, HOPE Site Coordinators	In Progress
 Intervention Group Formation	By October, 2023, 100% of students 2 or more grade levels below and/or in identified ML or SwD sub-groups are assigned to a synchronous intervention group that meets at least 2x/week.	09/04/2023 05/24/2024 Weekly	IEP Coordinator, MLL Coordinator, Academic Liaisons, HOPE Site Coordinators, Classroom Mentors	In Progress



SwD Achievement
and Growth

100% of Students with disabilities will be progress monitored every 6 weeks. By May 15, 2024, 80% of SwD students will meet their annual IEP goal and meet annual growth target on benchmark assessments.

09/22/2023
05/24/2024
Monthly

Learning Specialists

In Progress



Multilingual Learner
Achievement/Growth




By October 15, 2023, 100% of L-Tell students who have not made language or academic growth in the last year will be referred to tier 2 MTSS. By May 2024, at least 50% of students will improve ML Proficiency level and/or be exited from EL or READ Plan.

10/20/2023
05/24/2024
Quarterly




MI Specialists, Learning Specialists,
HOPE Site Coordinators

In Progress

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Refine MTSS Tools	Simplify existing MTSS data collection tool and decrease timeline of data collection to increase effectiveness and efficiency of the referral process as a response to student concern. Utilize the referral team and referral process in order to identify student needs and implement appropriate supports proactively.	08/17/2023 05/24/2024	MTSS Referral Form	MTSS Referral Team	In Progress
 Improve use of Formative Assessments	HOPE Special Education teachers and Multilingual specialist will implement Exit Tickets for each intervention lesson.	08/17/2023 05/24/2024	Title I funds, iReady Tool Box, National Center on Intensive Intervention Resources, E3D Curriculum	Learning Specialists, Multilingual Specialists, Interventionists	In Progress
	Develop a resource back of intervention lessons that develop	09/01/2023	Title I funds, National Center on Intensive Intervention	Learning Specialists, Curriculum	

Foundation Skill Resources & Alignment	foundational skills needed to access the most challenging middle school grade level standards.	05/24/2024	Resources iReady Toolbox, NWEA Learning Continuum,	Specialists, Interventionists	In Progress
 Data-driven Small Groups	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.	09/01/2023 05/24/2024	Title I funds, National Center on Intensive Intervention Resources iReady Toolbox,	HOPE Site Coordinators, Instructional Coaches, Ex. Director Curriculum & Instruction	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.	09/01/2023 05/24/2024	National Center on Intensive Intervention Resources iReady Toolbox,	SPED Coordinator, Learning Specialists, Multilingual Specialists, Regional Academic Liaisons, Instructional Coaches	In Progress
 SwD Progress Monitoring	Special Education team will analyze student AIMSWeb Benchmark and Progress Monitoring results to track student's progress toward meeting IEP goals with data recorded monthly and reviewed quarterly.	09/01/2023 05/24/2024	AimsWeb	Learning Specialists	In Progress
 Implement E3D lessons with increased fidelity	By September 2023, ML specialists will deliver developmentally appropriate E3D lessons to ML students in levels 1- 3. Exit tickets will be gathered and reviewed for each student group monthly by ML team. Results will inform adjustments to instruction. .	09/01/2023 05/24/2024	E3D Curriculum	Multilingual Specialists	In Progress
 Emphasis placed	15 minutes of each PB will include instruction in specific language acquisition skills. (Speaking, reading, listening and writing) Supplemental lessons will be shared with and monitored	09/01/2023	E3D supplemental	Multilingual Specialist, Multilingual	In Progress

on ML Language Acquisition Skills	by supervisor. Students will increase 1 level in ACCESS.	05/24/2023	resources	Coordinator	
 Powerblock Engagement	Identify students who are having Powerblock engagement/attendance issues, work with multiple team members (i.e. social worker, site coordinator, case manager) to identify reasons behind lagging participation, create student support action plan. Measure increase in engagement via case manager tracking data (i.e. attended but did not participate; attended and participated).	09/25/2023 05/24/2024	IC Attendance and Gradebooks, Google Classroom tools	Learning Specialists, Multilingual Specialists, Mental Health and Attendance/Discipline Team Members	In Progress
 L-Tell MTSS	MTSS process will begin for all L-Tell students who have made little to no language proficiency, academic achievement or academic growth over the past year.	10/01/2023 05/24/2024	Title I funds, MTSS Intervention tracker, historical data	Multilingual Specialists, School Psych, SPED and ML Coordinators	In Progress
 Focused intervention to improve literacy skills for L-TELLS	ML specialists will hold additional afternoon intervention groups for LTELL students to provide strategies and practice in order to add complexity to their written work to move them to a 4 in ACCESS. Writing samples across curriculum (E3D, Critical Thinking, Edmentum) will be reviewed monthly by. ML team and Interventions will be adjusted as needed.	10/15/2023 05/24/2023	Title I funds, WIDA Can-Do Rubrics	Multilingual Specialists, Interventionists	In Progress



Professional Development and Coaching

What will success look like: 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.

Describe the research/evidence base supporting the strategy and why it is a good fit: This strategy is informed by CDE Coaching Guide and level 3 ESSA evidence base. Our prior year improvement strategy of data-driven instruction helped us to recognize that staff at all levels need more support in transferring strategies covered in

professional development to classroom observation. We have developed strong and trusting relationships among staff, but we have not had the opportunity for full-time dedicated coaches on staff since before the pandemic. Curriculum Specialists were able to provide some coaching the past few years but was usually broad and content based and spread out over long periods of time. We reallocated noninstructional budget resources to fund 3 instructional coaches for the 23-24 school year. These additional staff members will fully implement deep coaching cycles(6-8 weeks) using a combination of work from Santoyo's Get Better Faster Ready for Rigor framework and Diane Sweeney Student Centered Coaching.

Strategy Category: Targeted Talent Development

Associated Root Causes:





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.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Classroom Mentor/HOPE Academic Staff Professional Development	100% of HOPE Mentors and Academic staff will engage in high-quality differentiated Professional Learning once a month and collaborative planning with curriculum specialist and/or instructional coach at least 2x/month.	08/01/2023 05/24/2024 Monthly	Curriculum Specialists, Instructional Coaches	In Progress
 Lesson Plan	By October 2023, 30% of critical thinking instructors will use internalization of lesson plan template tool. By December 2023, 50% of critical thinking instructors will use internalization of lesson plan template tool. By April 2023, 80% of critical thinking	08/16/2023 05/24/2024 Weekly	Classroom Mentors, Instructional Coaches, HOPE Site Coordinators	In Progress

Internalization	instructors will use internalization of lesson plan template tool to demonstrate conceptual understanding of critical thinking lessons.				
 Deep Instructional Coaching	By October 31, 2023, 100% of classroom mentors or other staff teaching 8th grade content will complete one 6 week coaching cycle based on the Ready for Rigor Framework. By December 2023, 50% of classroom mentors will have participated in at least one coaching cycle. By May 2024, 80% of staff will have participated in at least one coaching cycle.	08/17/2023 05/24/2024 Monthly	Instructional Coaches, Classroom Mentors, Academic Liaisons, Learning Site Directors	In Progress	
 Multilingual Learner PD for Online Teachers	By October 2023, 80% of Online Edmentum teachers will have participated in PD on Strategies to support Multilingual Learners in Online Learning, including the use of WIDA rubrics to effectively evaluate multilingual learners in academic content areas.	08/17/2023 05/24/2024 Quarterly	HOPE and Edmentum Multilingual Specialists	In Progress	
 Instructional Observation	100% of classroom instructional staff are observed monthly using HOPE Observation Tool. By December 2023, 50% of Online Teacher Synchronous Instruction sessions will be observed by a HOPE administrator. By May 2024, 100% of Online teachers will have been observed by HOPE Administration.	09/01/2023 05/24/2024 Monthly	Learning Site Directors, Instructional Coaches, Regional Academic Liaison, Curriculum Specialists, Ex. Director Curriculum & Instruction	In Progress	
Action Steps Associated with MIS					
Name	Description	Start/End Date	Resource	Key Personnel	Status
 Lesson Plan Internalization Tool	Develop template and strategies for Classroom mentors and other teachers to identify instructional strategies to deploy during instruction that help students move from procedural to conceptual understanding.	07/15/2023 10/31/2023	Ready for Rigor framework, Critical Thinking Lesson Plans	Curriculum Specialists, Instructional Coaches	In Progress
	Instructional Coaches will be trained in Get Better Faster Ready		Get Better Faster, P.	Ex. Director of	



Coaching Protocols

For Rigor (Bambrick-Santoyo) framework and Student Centered Coaching (Sweeney).

07/15/2023
12/24/2023

Bambrick-Santoyo,
Student Centered
Coaching, Diane
Sweeney

Curriculum &
Instruction

In Progress



Edmentum Curriculum Training

Provide training to HOPE and Learning Center staff how to navigate new Edmentum curriculum and best strategies to collaborate with online teachers to support student learning in curriculum.

08/01/2023
05/24/2024

Edmentum Staff
Resources

Edmentum
Program
Manager, Ex.
Director
Curriculum &
Instruction

In Progress



Supporting ML Learners Professional Development

PD on Strategies to support Multilingual Learners in Online Learning, including the use of WIDA rubrics to effectively evaluate multilingual learners in academic content areas.

08/17/2023
05/24/2024

Title III funds,
WIDA Rubrics

Multilingual
Coordinator



Collaborate Planning Time

Dedicated time on remote Fridays will be set aside for Classroom mentors to participate in collaborative planning time with instructional coaches and/or curriculum specialists.

09/01/2023
05/24/2024

Critical Thinking
lessons and
planning template

Curriculum
Specialists,
Instructional
Coaches,
Classroom
Mentors

In Progress



Student Voice Professional Development

Differentiated Professional Development Session and follow-up coaching. New mentors: Introduction to classroom discussions and beginner-level discussion strategies. Experience Mentors/Certified HOPE staff: Academic Teaming and other advanced discussion strategies.

09/01/2023
10/15/2023

Title II Funds,
Teach Like A
Champion -
Lemov, Power of
Academic Teams,
Toth & Sousa

Ex Director
Curriculum &
instruction,
Curriculum
Specialists,
Instructional
Coaches

In Progress



Professional Development for staff on Meaningful feedback and goal setting with

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

11/01/2023
11/30/2023

Title II Funds,
Critical Thinking
Workbooks-Goal
Setting Templates

Ex Director
Curriculum &
instruction,
Curriculum
Specialists,
Instructional
Coaches

In Progress



Professional Development -Supporting Student Ownership of Learning

In this series of workshops staff will learn the importance of productive struggle in the learning process; use Bloom's taxonomy to evaluate and develop performance tasks; teach and engage students in problem solving strategies that can be used in any academic setting.

12/01/2023
03/01/2024

Title II funds,
Ready for Rigor
Framework,
Bloom's
Taxonomy, Task
Analysis tools

Curriculum
Specialists,
Instructional
Coaches

In Progress

School Target Setting



Priority Performance Challenge : Student grade level proficiency in math remains well below expectations



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: CMAS Mean Scale Score for 8th Grade Math will increase from 701 to 716

2024-2025: CMAS Mean Scale Score for 8th Grade Math will increase from 716 to 726

INTERIM MEASURES FOR 2023-2024: By December 2023, the percentage of 8th grade students meeting or exceeding grade level expectations on iReady Math standards mastery will increase to 17% or higher. By April 2024, the percent of students meeting or exceeding grade level expectations on iReady standards mastery will increase to 27% or higher. (22-23 Average for 8th grade was 7%). By December 2023, 20% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth. By May 2024, 80% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: CMAS Mean Scale Score for 6th Grade Math will increase from 704 to 716

2024-2025: CMAS Mean Scale Score for 6th Grade Math will increase from 714 to 725

INTERIM MEASURES FOR 2023-2024: By December 2023, the percentage of students meeting or exceeding grade level expectations on iReady standards mastery will increase to 23% or higher. By April 2024, the percent of students meeting or exceeding grade level expectations on iReady standards mastery will increase to 33% or higher. (22-23 Average for 6th grade was 13%). By December 2023, 20% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth. By May 2024, 80% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: CMAS Mean Scale Score for 7th Grade Math will increase from 712 to 722

2024-2025: CMAS Mean Scale Score for 7th Grade Math will increase from 722 to 732

INTERIM MEASURES FOR 2023-2024: By December 2023, the percentage of 7th grade students meeting or exceeding grade level expectations on iReady standards mastery will increase to 15% or higher. By April 2024, the percent of students meeting or exceeding grade level expectations on iReady standards mastery will increase to 25% or higher. (22-23 Average for 7th grade math was 5%). By December 2023, 20% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth. By May 2024, 80% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth.





Priority Performance Challenge : Student grade level proficiency in ELA remains well below expectations



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: CMAS Mean Scale Score for 6th Grade English/Language Arts will increase from 714 to 725

2024-2025: CMAS Mean Scale Score for 6th Grade English/Language Arts will increase from 725 to 735

INTERIM MEASURES FOR 2023-2024: By December 2023, the percentage of 6th grade students meeting or exceeding grade level expectations on iReady standards mastery in Reading will increase to 27% or higher. By April 2024, the percent of students meeting or exceeding grade level expectations on iReady Reading standards mastery will increase to 37% or higher. (22-23 Average for 6th grade reading was 17%). By December 2023, 20% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth. By May 2024, 80% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: CMAS Mean Scale Score for 7th Grade English/Language Arts will increase from 714 to 725

2024-2025: CMAS Mean Scale Score for 7th Grade English/Language Arts will increase from 725 to 736

INTERIM MEASURES FOR 2023-2024: By December 2023, the percentage of 7th grade students meeting or exceeding grade level expectations on iReady standards mastery in Reading will increase to 28% or higher. By April 2024, the percent of students meeting or exceeding grade level expectations on iReady Reading standards mastery will increase to 38% or higher. (22-23 Average for 6th grade reading was 18%) By December 2023, 20% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth. By May 2024, 80% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	2023-2024: CMAS Mean Scale Score for 8th Grade English/Language Arts will increase from 712 to 725
	2024-2025: CMAS Mean Scale Score for 8th Grade English/Language Arts will increase from 725 to 735

INTERIM MEASURES FOR 2023-2024: By December 2023, the percentage of 8th grade students meeting or exceeding grade level expectations on iReady standards mastery in Reading will increase to 38% or higher. By April 2024, the percent of students meeting or exceeding grade level expectations on iReady Reading standards mastery will increase to 48% or higher. (22-23 Average for 8th grade reading was 18%) By December 2023, 20% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth. By May 2024, 80% of students previously categorized as 3 or more grade levels below will have made at least 1 year of growth.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: W

ANNUAL PERFORMANCE TARGETS	2023-2024: Decrease the percent of students earning 0 points on CMAS Writing from 47% to less than 30%
	2024-2025: Decrease the percent of students earning 0 points on CMAS Writing from 30% to less than 20%

INTERIM MEASURES FOR 2023-2024: Student writing samples from online and critical thinking performance tasks show improved responses that demonstrate analytical skills beyond summary and recall



Priority Performance Challenge : MLL Language Proficiency Growth is not meeting 50 MGP



PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS: ELP

ANNUAL PERFORMANCE TARGETS	2023-2024: English Language Proficiency MGP will increase from 37 to 42
	2024-2025: English Language Proficiency MGP will increase from 42 to 45



Priority Performance Challenge : SwD Growth is not meeting 50 MGP in Math or ELA



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: CMAS Math Growth for SwD will improve from 34 to 36

2024-2025: CMAS Math Growth for SwD will improve from 36 to 38

INTERIM MEASURES FOR 2023-2024: 80% of students will demonstrate growth towards their skills based goal for progress monitoring cycle based on Aimsweb progress monitoring every 6 weeks. By the end of first semester 50% of SwD students are on track to mee their iReady "typical growth" targets



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: CMAS ELA Growth for SwD will improve from 32 to 35

2024-2025: CMAS ELA Growth for SwD will improve from 35 to 38

INTERIM MEASURES FOR 2023-2024: 80% of students will demonstrate growth towards their skills based goal for progress monitoring cycle based on Aimsweb progress monitoring every 6 weeks By the end of first semester 50% of SwD students are on track to mee their iReady "typical growth" targets