COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC REVIEWED
05/05/2023 for 2023-2024

Colorado's Unified Improvement Plan for Schools

Roncalli Stem Academy UIP 2023-24 | **School:** Roncalli Stem Academy | **District:** Pueblo City 60 | **Org ID:** 2690 | **School ID:** 7481 | **Framework:** Priority Improvement Plan | **Draft UIP**

Table of Contents

Executive Summary

Priority Performance Challenges

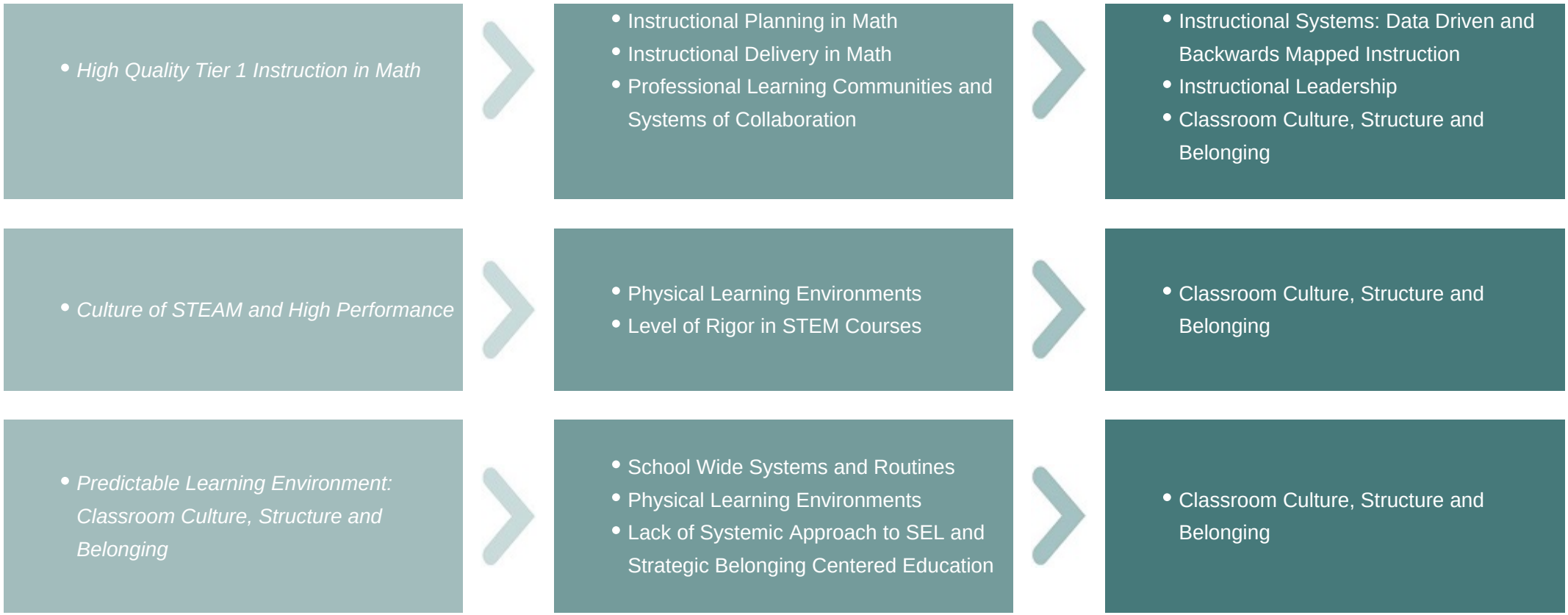
- *High Quality Tier 1 Knowledge, Planning and Delivery of ELA*

Root Cause

- Instructional Knowledge in ELA
- Instructional Planning in ELA
- Instructional Delivery in ELA
- Professional Learning Communities and Systems of Collaboration

Major Improvement Strategies

- Instructional Systems: Data Driven and Backwards Mapped Instruction
- Instructional Leadership
- Classroom Culture, Structure and Belonging



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

Improvement Plan Information

Additional Information about the school

Roncalli STEM Academy is a comprehensive middle school on the Southside of Pueblo. As an Innovation School, Roncalli has placed an emphasis on STEM education and connecting students to their community via immersive, STEM-driven field experiences. In addition to the special STEM programming, Roncalli is a comprehensive school that offers strong core content instruction and a full calendar of sports and activities. The social vision of Roncalli STEM Academy is P.A.C.K., in which the Roncalli school community seeks to be Proud, Actively Engaged, Collaborative and Kind.

School Contact Information

Name: Michael Cservenak
Title: Principal
Mailing Street: 4202 W. State Highway 78
Mailing City / State/ Zip Code: Pueblo CO 81005
Phone:(719) 722-6513
Email: michael.cservenak@pueblocityschools.us

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

School Vision and Goals

Roncalli STEM Academy established a rebooted vision to represent the needs of the students, families and priorities of educators in August, 2020. The team evaluated core values and established the following Vision in alignment with the Innovation Zone and greater District:

Vision: The RSA Wolf PACK empowers lifelong STEAM learners to excel academically, embrace their authentic selves, and become innovative community leaders.

Roncalli STEM Academy is part of the Pueblo City School Innovation Zone. The Innovation Zone has established the following vision and mission statements:

Vision:

To create a culture of learning that develops each student into an extraordinary citizen in

their local community and beyond.

Mission:

As an Innovation Zone, we will create learning experiences that address all aspects of student development including their academic, social, and emotional learning. In this environment, students will be empowered to embrace a growth mindset, to take ownership of their learning, and to lead a life of purpose and impact.

Roncalli STEM Academy's leadership team continued with our purpose statement to drive its 90 day plan:

"Roncalli STEM Academy exists to empower and prepare students to perform at the highest level of critical thinking, project based learning and rigorous standards-driven achievement. RSA builds the community within and beyond its walls; creating learning environments driven by safety and opportunity focused on the most productive struggle. The Wolf PACK is Proud of their learning and work, Actively Engaged in building productive relationships, Collaborative when solving problems and Kind while pursuing a life of purpose and impact.

"For the strength of the PACK is the Wolf and the strength of the Wolf is the PACK."

As of warm body count in Aug/Sept. in Fall 2023, Roncalli STEM Academy enrolled a total of 250, a decrease from the previous year (293 in 2022-2023). Enrollment steadily increased from 2015 to 2019 (368, 427, 440 and 536 respectively), but saw a drop due to the COVID-19 pandemic. Enrollment by student groups in the 2023-2024 School Year is as follows: Economically Disadvantaged (Free and Reduced Lunch Eligible - FRL eligible) is at 85.7%, Gifted and Talented is at 4%, English Language Learners (ELL) is at 2%, and Students with Disabilities or students with an active Individual Education Plan (IEP) is at 24.88%. To give context of Roncalli's performance over the past 5 years: in the 2016-17 school year, the school moved out of Turnaround Status based on previous year's growth data on CMAS; however, the school was given the Status of Turnaround for the 2017-2018 school year and again for 2018-2019 school year. Roncalli STEM Academy moved up 2 categories to Improvement status out of Turnaround in the 2019-2020 School Year and was on Performance Watch, meaning that the accountability clock was paused for the current school year - which was extended due to COVID-19 constraints. The School Performance Framework (SPF) 2022 assigned Roncalli STEM Academy a Turnaround Plan status with 32.9/100 points earned. In the 2023 School Performance Framework, Roncalli moved into the Priority Improvement Plan with 40/100 points earned. Although this was a movement up, Roncalli remains on the accountability clock per CDE (Colorado Department of Education) guidelines and is in Year 3 of the Accountability clock.

School of Innovation Information: Roncalli STEM Academy was approved to restart as an Innovation School in August 2013 and became part of the larger Pueblo City School Innovation Zone in June of 2016 . Roncalli STEM Academy continues to deliver comprehensive middle school core content as well as STEM programming through Project Lead the Way, Amazon Future Engineer

Curriculum (Computer Science), Project Based Learning, Technology, and Maker Space.

Description of School Context

Roncalli is in its second year of the UVA-PLE (Partnership for Leaders in Education) program and has also partnered with a performance coach from the Relay Graduate School of Education. Roncalli is also partnered with 2Partner to improve Math planning, delivery and implementation and with Attuned Educational partners to focus on the area of ELA through collaboration, planning, and training with our school staff and leadership team.

Administration tenure recent history: In the summer of 2023, both assistant principals transitioned to become a high school assistant principal and the other to an elementary school principal. The two new assistant principals going into the 2023-2024 academic school year are new to their administrative roles, however they both have experience with instructional coaching, school leadership roles, ESS programs, Innovation school process, and STEM. The students of Roncalli STEM Academy all participate in STEM (Science, Technology, Engineering, and Math) specific courses through Project Lead the Way, as well as having STEM concepts and Project Based Learning (PBL) embedded into every subject.

In the 2022-2023 School Year, Roncalli STEM Academy was once again recognized as a Project Lead the Way School of Distinction. Roncalli has continued to build our STEM programs with the Amazon Future Engineer Program.

The ELA team is in its third year of utilizing the Into Literature curriculum, the Math team is in its 5th year of implementing Carnegie Learning and is part of the District NWEA-MAPS as its assessment vehicle to map interim and benchmark data.

Description of Planning

To develop the 90 day plan in partnership with UVA-PLE, the school Principal recruited a core change team and developed, based on state assessments, culture data and interim assessments, 3 Big Rocks for school improvement. The Building Leadership Team reviews progress on action steps on a monthly basis and provides feedback on the implementation of improvement strategies. BLT and Administration review ongoing interim and culture data. Parents and Guardians are engaged monthly to discuss elements of the 90 day plan and provide the community context and feedback needed for the 90 day plan to serve its stakeholders. The core change team

Process	identified three big rocks for school improvement: 1) Instructional Leadership: School leadership team creates a system which supports effective instruction and coherence of planning by growing instructional leaders. 2) Classroom Culture, Structure and Belonging 3) Data Driven Instruction and Backwards Planning.

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).

Although there was some movement in academic growth, all students in all sub groups did not meet the needed outcomes for Mean Scale Score (MSS) in either ELA or Math. For ELA, the goal MSS was 724 and all students scored 715.8; and, for Math, the MSS goal was 716.5 and all students scored 703.7. The numbers for achievement were flat. For Academic Growth, there was significant progress even though the targets were not met. For ELA, the Median Growth Percentile (MGP) goal for all students was 50 and students reached 43, up from 35 in the '22 SPF; and, for Math, the MGP goal was 50 and students reached 42, up from 35 in the '22 SPF. Attendance and behavior referrals also showed marked improvement indicating that the focus on a Predictable learning environment had an impact both on culture and learning. Although achievement and growth did not meet projected goals, the focus on systems of instructional rigor supported teachers in more effective Tier 1 instruction.

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

In response to these trends, the predictable learning environment big rock for school improvement progressed into a focus on Classroom Culture, Structure and Student Belonging, shifting the focus from purely schoolwide systems to classroom systems and practices that will improve the culture of learning. In addition, a focus on developing effective instructional leaders to directly impact the effectiveness of teachers in the classroom along with a focus on clearer DDI and backwards mapped instruction supported by stronger systems of curriculum internalization is the next step for the systems of instructional rigor big rock from the previous year.

Current Performance

- ***Review of Current Performance 2023:***

The CMAS Assessment was given in the Spring of 2023. In the second year after COVID-19 restrictions all grades were assessed in Math and ELA. Roncalli met the Accountability Participation rate of 95%.

ELA: participation rate: 86.6%, acct. participation rate: 99.6%

Math: participation rate: 86.3%, acct. participation rate: 99.6%

Science: participation rate: 85%, acct. participation rate: 98.5%

2022-2023 Data

CMAS Academic Achievement for ELA:

- 6th Grade: 722 (713 in '22) scale score
- 7th Grade: 715 (712 in '22) scale score
- 8th Grade: 708 (714 in '22) scale score

CMAS Academic Achievement for Math:

- 6th Grade: 711 (701- in 22) scale score
- 7th Grade: 706 scale score
- 8th Grade: 696 (704 - in 22) scale score

CMAS Academic Achievement for Science:

- 8th Grade: 25th percentile - same as '22

CMAS Overall Academic Achievement by Subgroup:

English Language Arts

ELL: (not enough data) (712.8 in '22)

Free and Reduced Lunch Eligible (Economic Disadvantaged): 714.9 (711.9 in '22)

Minority Students: 714.5 (712.8 in '22)

Students with Disabilities: 705.4 (699.2 in '22)

Math

ELL: (not enough data) 704.2

Free and Reduced Lunch Eligible (Economic Disadvantaged): 703.9 (703.0 in '22)

Minority Students: 703 (701.8 in '22)

Students with Disabilities: 698.9 (689.9 in '22)

CMAS Academic Growth (MGP) for ELA:

- 6th grade: 42 (17 in '22) , goal was 50
- 7th grade: 41. 5 (MGP unavailable in '22 - was not tested in 2021 due to COVID restrictions)
- 8th grade: 43 (42 in '22), goal was 50

CMAS Academic Growth (MGP) for Math:

- 6th Grade: 49
- 7th Grade: 36 (30 in '22), goal was 50
- 8th Grade: 40
- 6th and 8th grade not assessed in 2021 due to COVID restrictions

CMAS Overall Academic Growth Subgroup:

English Language Arts

ELL: N/A

Free and Reduced Lunch Eligible (Economically Disadvantaged): 43% (35% in '22)

Minority Students: 41% (36% in '22)

Students with Disabilities: 48% (26% in '22)

Math

ELL: N/A

Free and Reduced Lunch Eligible (Economically Disadvantaged): 42% (35% in '22)

Minority Students: 40% (25% in '22)

Students with Disabilities: 46% *(N/A)*

NWEA Data

NWEA Completion Percentage 22-23:

Math	Fall	Winter	Spring
6th Grade	96%	100%	95%
7th Grade	93%	95%	87%
8th Grade	84%	89%	79%

Reading	Fall	Winter	Spring
6th Grade	93%	100%	93%

7th Grade	90%	93%	69%
8th Grade	82%	86%	71%

NWEA Completion Percentage 21-22:

Math	Fall	Winter	Spring
6th Grade	100%	97%	
7th Grade	99.25%	89%	
8th Grade	98.5%	92%	

Reading	Fall	Winter	Spring
6th Grade	100%	96%	
7th Grade	99.25%	89%	

8th Grade	98.5%	90%	

NWEA School Mean RIT Score 22-23:

Math	Fall	Winter	Spring
6th Grade	200.3	204.7	206
7th Grade	206.3	200.1	198.4
8th Grade	203.2	206.6	207.7

Reading	Fall	Winter	Spring
6th Grade	195.4	198.4	194.9
7th Grade	200.7	200.8	194.8
8th Grade	203.4	203.6	197.4

NWEA School Mean RIT Score 21-22:

Math	Fall	Winter	Spring
6th Grade	196.7	201.8	204.2
7th Grade	200.1	204.9	206.4
8th Grade	204	209.3	209.9

Reading	Fall	Winter	Spring
6th Grade	194.2	199.6	198.3
7th Grade	200	204	200.1
8th Grade	201.8	208.8	203.3

NWEA Students at or Above Grade Level Mean RIT 22-23:

Math	Fall	Winter	Spring
6th Grade	15	14	10
7th Grade	12	6	8
8th Grade	7	9	6

Reading	Fall	Winter	Spring
6th Grade	15	11	10
7th Grade	16	20	8
8th Grade	19	19	6

NWEA Student at or Above Grade Level Mean RIT 21-22:

Math	Fall	Winter	Spring
6th Grade	10	11	10
7th Grade	9	15	13
8th Grade	8	11	9

Reading	Fall	Winter	Spring
6th Grade	22	19	18
7th Grade	28	29	21
8th Grade	26	33	23

Trend Analysis

Trend Direction: Decreasing then stable
Performance Indicator Target: Academic Achievement (Status)

Achievement on CMAS ELA remains below the state mean in all grade levels and disaggregated groups. CMAS ELA Achievement scores - Mean Scale Scores (MSS) - were 724 in 2019, 714 in 2021, 714 in 2022 and 715.8 in 2023. This is a notable trend because 715.8 is well below the State Mean Scale Score of 742 and scores have decreased and stayed stable since 2019.

Trend Direction: Decreasing then stable
Performance Indicator Target: Academic Achievement (Status)

Achievement on CMAS Math remains below state, in all grade levels and dis-aggregated groups. CMAS Math Achievement scores (Mean Scale Score - MSS) were 710 in 2019, 697 in 2021 (COVID impacted year) 703 in 2022 and 704 in 2023(State MSS was 730 in 2023). This trend is notable because achievement is well below state and has decreased from 710 to 704 since 2019. The trend is decreasing and then stable.

Trend Direction: Increasing
Performance Indicator Target: Academic Growth

CMAS Median Growth Percentile (MGP) for ELA is well below the State MGP of 50. In 2019, ELA MGP was 50, decreased to 31.5 in 2021 (COVID modified testing), slightly increased to 35 in 2022 and made a notable increase to 43 in 2023. This trend is notable because, overall, MGP increased from 35 to 43 but is still below the state.

Trend Direction: Decreasing then increasing
Performance Indicator Target: Academic Growth

CMAS Median Growth Percentile (MGP) for Math was 50 in 2019, 31.5 in 2021 (COVID impacted year) 35 in 2022 and 42 in 2023. This is a notable trend because MGP has decreased and then increased since 2019 and is not meeting state expectations of 50 MGP.

Trend Direction: Increasing then decreasing
Performance Indicator Target: Student Engagement

Chronically absent students are student present less than 90% of the time. According to chronic absence reports on Tableau, in the 2017-2018 SY 49% of students were chronically absent , in the 2018-2019 SY 35% students were chronically absent, in the 2019-2020 30% students were chronically absent, in the 2020-2021 SY 56% of students were chronically absent (COVID impacted year), in the 2021-2022 SY 64% of students were chronically absent, and in the 2022-2023 SY 59% of students were chronically absent. This is a notable trend because it is far above the national and state rate for chronically absent students and is slightly decreasing since 2022.

Trend Direction: Increasing
Performance Indicator Target: Disaggregated Achievement

CMAS Achievement in Math for disaggregated groups has mirrored the MSS for all students (note that 2021 was a COVID impacted year). Free and Reduced Lunch Eligible (FRL) students scored 707 in 2019, 695 in 2021, 703 in 2022 and rose to 720 in 2023 . Students with IEP's scored 695 in 2019, 684 in 2021, 690 in 2022 and rose to 699 in 2023. Minority students scored 708 in 2019, 692 in 2021, 702 in 2022 and 703 in 2023. These trends are notable because sub groups also saw an increase since 2022.

Trend Direction: Increasing then decreasing
Performance Indicator Target: Student Behavior

The number of behavior referrals submitted by teachers significantly increased in the 2021-2022 SY. In 2019-2020, staff submitted 942 behavior referrals and in the 2020-2021 SY (COVID impacted) 207 behavior referrals were submitted. In 2022, staff submitted 2047 behavior referrals but in 2023 this dropped to 818. This is a notable trend because the amount of behavior referrals significantly increased from 2019 2022 and then decreased in 2023.

Trend Direction: Stable
Performance Indicator Target: Other

Roncalli met state expectations for CMAS participation, expectation is 95%. In ELA for 2023 participation was 99.6%, in Math it was 99.6% and in Science it was 99.2% In ELA for 2018 participation was 93.9%, in Math it was 96.7% and in Science it was 90.2%.This is a notable trend because the current participation rate is meeting State expectations.

Trend Direction: Decreasing then increasing

Performance Indicator Target: Disaggregated Growth

Free and Reduced MGP for students in ELA was 44 in 2019, 30 in 2021 (COVID impacted year), 35 in 2022 and rose to 43 in 2023 (State MGP for FRL was 45 in 2023). Students with IEP's MGP in ELA was 44 in 2019, 26 in 2022 and rose to 48 in 2023 (State MGP for IEP students was 39 in 2023). These trends are notable because both FRL and IEP student's MGP has decreased in 2022 and then increased in 2023 and both are above the state MGP.

Additional Trend Information:

NWEA in 3rd year of implementation so trend data is not available.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: High Quality Tier 1 Knowledge, Planning and Delivery of ELA

ELA Achievement and Growth is below state expectations.

Area of Focus: English/Language Arts

Root Cause: Instructional Knowledge in ELA

Teachers are still building a deep understanding of the essential learning, knowledge and skills of grade level standards students need to master throughout the course of the year. Overall, teachers have insufficient experience and knowledge in the crafting or identifying of high quality, rigorous text dependent questions and the backwards mapping process that actively drives student reading and writing tasks.

Root Cause: Instructional Planning in ELA

Teachers are not consistently pre-planning and internalizing their lessons based on a thorough and focused reading of the curriculum text and aligning focus questions to the purpose of the text. Implementation of a new curriculum makes internalization of curriculum a priority.

Root Cause: Instructional Delivery in ELA

Student reading and writing tasks across all classes are not consistently at the level of rigorous state standards. Teachers are not consistently implementing the resources aligned to the rigor of the grade level standards. Teacher knowledge and skill of effective differentiation and the fundamentals of reading is insufficient to impact student growth and achievement.

Root Cause: Professional Learning Communities and Systems of Collaboration

Master schedule has not effectively protected collaborative and directed time for engaging in effective PLCs. Instructional leaders have not prioritized or planned for preparing teachers for essential, data and standards driven instructional planning in PLCs. Ineffective use of PLC's to address the instructional needs and learning gaps.

Priority Performance Challenge: High Quality Tier 1 Instruction in Math

Both Academic Achievement and Growth are well below minimum state expectations and are performance challenges.

Area of Focus: Math

Root Cause: Instructional Planning in Math

Instructional planning and delivery has not included sufficient rigor and cognitive engagement strategies to demonstrate sufficient increased growth and achievement for all students. Teachers are not consistently planning for conceptual instruction, resulting in students not developing mastery of concepts or procedures.

Root Cause: Instructional Delivery in Math

Student math tasks across all classes are not consistently at the level of rigorous state standards. Teachers are not consistently implementing the resources aligned to the rigor of the grade level standards. Teacher knowledge and skill of effective differentiation is insufficient to impact student growth and achievement.

Root Cause: Professional Learning Communities and Systems of Collaboration

Master schedule has not effectively protected collaborative and directed time for engaging in effective PLCs. Instructional leaders have not prioritized or planned for preparing teachers for essential, data and standards driven instructional planning in PLCs. Ineffective use of PLC's to address the instructional needs and learning gaps.

Priority Performance Challenge: Culture of STEAM and High Performance

Attendance, student engagement and behavioral data are still posing challenges to student growth and achievement.

Area of Focus: School/District Culture

Root Cause: Physical Learning Environments

Lack of clarity from building administration on physical environment non-negotiables as evidenced by highly variable classroom environments.

Root Cause: Level of Rigor in STEM Courses

Alignment of project based and STEM driven curriculum with the learning needs of students in ELA and Math is not strong enough currently to impact student performance on state assessments.

Priority Performance Challenge: Predictable Learning Environment: Classroom Culture, Structure and Belonging

The high amount of behavior referrals and declining growth and achievement indicate a learning environment without the degree of predictability needed to impact student learning. Although there has been a significant decrease in behavior referrals since 2022, this remains a priority performance challenge.

Area of Focus: School/District Culture

Root Cause: School Wide Systems and Routines

School Systems and Classroom practices do not consistently ensure a structured learning environment (Routines and procedures do not effectively make use of instructional time and communicate serious intention to dedicate classroom time to learning.) and behavior, as well as tier I instruction and student engagement with the curriculum.

Root Cause: Physical Learning Environments

Lack of clarity from building administration on physical environment non-negotiables as evidenced by highly variable classroom environments.

Root Cause: Lack of Systemic Approach to SEL and Strategic Belonging Centered Education

A systemic approach to engaging students in social emotional learning and a strategic approach to developing student belonging in a classroom culture focused on grade level learning is needed to build the ecosystem necessary for rigorous learning.

Root Cause Category: Social-Emotional/Trauma-Informed

Magnitude of Performance Challenges and Rationale for Selection:

CMAS data shows a decrease in both growth and achievement in the 2021-2022 SY in both Math and ELA for all students and subgroups with some significant gains in academic growth in 2023. A clear instructional system that prioritizes professional collaboration, backwards planning from assessments and standards, and is supported by frequent observation and feedback of high leverage instructional approaches is needed to impact the quality of Tier 1 instruction in Math and ELA. Increases in behavior referrals and the decline in student growth and achievement indicate a need for more predictable learning environments grounded in an engaging and safe physical learning environment and clear routines and procedures. The school culture rooted in engaging STEAM programs is a key cultural component that has historically been shown to support student engagement, attendance and growth with opportunities to apply Math and ELA in project based learning courses.

Magnitude of Root Causes and Rationale for Selection:

In June of 2022, January of 2023 and June of 2023, the Principal attended the UVA-PLE program to start work on developing a 90 day plan centered on two big rocks for school improvement. After reviewing local NWEA data, behavior referrals, and observation data gathered from Relay Site visits, the Principal gathered a core change team consisting of instructional leaders, administration, and teachers to develop big rocks for school improvement.

In the 2022-2023 SY, the following Big Rocks for School Improvement were developed and implemented.
Big Rock 1 aligns with priority performance challenges of high quality tier 1 instruction in ELA and Math and is focused on developing and implementing clear and aligned instructional systems that maximizes student learning in every classroom. Root causes of planning, delivery and knowledge in each core subject area along with the ineffective systems of professional collaboration were identified as root causes for these priority performance challenges.

Big Rock 2 aligns with priority performance challenges of culture of STEAM and high performance and predictable learning environments. Physical learning environments and the lack of consistency from classroom to classroom was identified as a root cause along with schoolwide routines and procedures that are consistently implemented each day.

Decreasing the variability of instructional and cultural systems is the focus of the 90 day plan in the 2022-2023 SY.

In the 2023-2024 SY, 3 Big Rocks for School Improvement were developed for the 90 day plan:

Big Rock 1: Instructional Leadership - Grow effective instructional leaders to support the internalization, planning and delivery of grade level curriculum.
Big Rock 2: Classroom Culture, Structure and Belonging - Teachers will utilize SEL, MTSS processes, routines and procedures and community based supports and experiences to promote improved classroom culture.
Big Rock 3: Data Driven Instruction and Backwards Planning - Teachers will engage in a data driven backwards planning process that is driven by meaningful assessment and internalization of curriculum.

Action Plans

Planning Form

Classroom Culture, Structure and Belonging

What will success look like: School Leadership Team establishes and teachers implement schoolwide and classroom routines, systems, and learning environments that ensure safety, consistency, and access to instructional content. Physical Learning environments that are organized and orderly in support of systems/routines that drive learning. Classrooms are aligned with highly specific non-negotiables but also personalized to each teacher and inviting to students. Schoolwide systems and routines: movement from class-to-class, lunch/recess expectations and movements, entry/exit to/from the building, accessing the front office, restrooms, media center and other common areas are clearly defined along with expectations for behavior in each space. Expectations and routines are simple, accessible and supportive of learning. Classroom systems/routines/expectations are normed throughout the school and within each grade level. Teachers and Leaders will utilize SEL, MTSS processes, routines and procedures, vibrant physical learning environments and community based supports and resources to design, communicate, implement and monitor Classroom Culture, Structure and Belonging.

Describe the research/evidence base supporting the strategy and why it is a good fit: According to the Center on Positive Behavioral Supports and Interventions, strong classroom positive cultures are rooted in an effectively designed physical classroom environment, predictable classroom routines, posted classroom expectations, prompts and active supervision, varied opportunities to respond and acknowledgements for expected behavior (Center for PBIS: https://www.pbis.org/topics/classroom-pbis). The focus on physical classroom environments and routines and procedures supported by frequent professional development and professional work sessions to support this focus. Additionally, a clear and aligned set of interventions for PBIS driven by a leadership team and supported by the foundation of physical environment and routines is shown to help teachers and school leaders to avoid an over emphasis on 'averse consequences' which are historically shown to be less effective (Horner, Macaya, "A framework for building safe and effective school environments: Positive behavior interventions and supports"). Additionally, Dr. Jamal Matthews of the University of Michigan Marshal Family School of Education asserts that, "both interpersonal and instructional supports for belonging are pivotal, particularly for historically marginalized adolescents who are often attempting to negotiate their sense of self in light of societal and academic stigma." (https://marsal.umich.edu/grants-awards/belonging-centered-instruction-approach-establishing-inclusive-mathematics-classrooms). Matthews gives evidence that clear 'belonging centered' protocols improve the efficacy of academic instruction, particularly in Math.

Strategy Category: Social Emotional Learning Supports

Associated Root Causes:

Physical Learning Environments:
Lack of clarity from building administration on physical environment non-negotiables as evidenced by highly variable classroom environments.

School Wide Systems and Routines:
School Systems and Classroom practices do not consistently ensure a structured learning environment (Routines and procedures do not effectively make use of instructional time and communicate serious intention to dedicate classroom time to learning.) and behavior, as well as tier I instruction and student engagement with the curriculum.

Professional Learning Communities and Systems of Collaboration:
Master schedule has not effectively protected collaborative and directed time for engaging in effective PLCs. Instructional leaders have not prioritized or planned for preparing teachers for essential, data and standards driven instructional planning in PLCs. Ineffective use of PLC's to address the instructional needs and learning gaps.

Lack of Systemic Approach to SEL and Strategic Belonging Centered Education:
A systemic approach to engaging students in social emotional learning and a strategic approach to developing student belonging in a classroom culture focused on grade level learning is needed to build the ecosystem necessary for rigorous learning.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Instructional Systems: Data Driven and Backwards Mapped Instruction

What will success look like: School leadership team establishes clear and aligned instructional systems and teachers implement rigorous, grade level instruction that maximizes student learning in every classroom. Clear and effective daily lesson plans Consistent PLCs that allow for collaborative planning, data analysis, professional development Leadership establishes systems for Observation Feedback and progress monitoring of instructional practice

Describe the research/evidence base supporting the strategy and why it is a good fit: A longitudinal study on the correlation between planning and quality instruction states that "lessons that tend to be more successful are those that are process-oriented and student-centered," and that a structured process and system of lesson planning that is established by the school leadership is essential to supporting teachers in successful lesson planning (Dorovolomo, Phan, Maebuta, International Journal of Learning, 2010, "Quality lesson planning and quality delivery: Do they relate?"). Additionally, Foster ("The Impact of Coaching on Teacher Practice and Student Achievement", Learning Professional, v39) states that teacher coaching had "and independent, positive effect on student achievement, as indicated by performance on standardized tests." By adopting a big rock for school improvement focused on effective PLCs and strong systems of observation and feedback, the leadership team seeks to impact student achievement.

Strategy Category: Data-Informed Instruction

Associated Root Causes:

Instructional Planning in Math:
Instructional planning and delivery has not included sufficient rigor and cognitive engagement strategies to demonstrate sufficient increased growth and achievement for all students. Teachers are not consistently planning for conceptual instruction, resulting in students not developing mastery of concepts or procedures.

Instructional Delivery in Math:
Student math tasks across all classes are not consistently at the level of rigorous state standards. Teachers are not consistently implementing the resources aligned to the rigor of the grade level standards. Teacher knowledge and skill of effective differentiation is insufficient to impact student growth and achievement.

Instructional Knowledge in ELA:
Teachers are still building a deep understanding of the essential learning, knowledge and skills of grade level standards students need to master throughout the course of the year. Overall, teachers have insufficient experience and knowledge in the crafting or identifying of high quality, rigorous text dependent questions and the backwards mapping process that actively drives student reading and writing tasks.

Instructional Planning in ELA:
Teachers are not consistently pre-planning and internalizing their lessons based on a thorough and focused reading of the curriculum text and aligning focus questions to the purpose of the text. Implementation of a new curriculum makes internalization of curriculum a priority.

Instructional Delivery in ELA:
Student reading and writing tasks across all classes are not consistently at the level of rigorous state standards. Teachers are not consistently implementing the resources aligned to the rigor of the grade level standards. Teacher knowledge and skill of effective differentiation and the fundamentals of reading is insufficient to impact student growth and achievement.

Professional Learning Communities and Systems of Collaboration:
Master schedule has not effectively protected collaborative and directed time for engaging in effective PLCs. Instructional leaders have not prioritized or planned for preparing teachers for essential, data and standards driven instructional planning in PLCs. Ineffective use of PLC's to address the instructional needs and learning gaps.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Instructional Leadership

What will success look like: Grow effective instructional leaders to support teachers in the internalization, planning and delivery of grade level curriculum.

Describe the research/evidence base supporting the strategy and why it is a good fit: As explored in Leverage Leadership by Paul Bambrick Santoyo and supported by numerous evidence based approaches, the role of instructional leaders, particularly the school principal and his/her admin team is essential to impacting the achievement gap in Title 1 schools. Instructional leaders strategically utilizing the levers of Data Driven Instruction, Observation and Feedback, Instructional Planning and

Professional Development within a clear framework to improve teacher efficacy have been proven to transform academically low performing schools into high performing schools.

Strategy Category: Instructional Leadership

Associated Root Causes:

Instructional Planning in Math:
Instructional planning and delivery has not included sufficient rigor and cognitive engagement strategies to demonstrate sufficient increased growth and achievement for all students. Teachers are not consistently planning for conceptual instruction, resulting in students not developing mastery of concepts or procedures.

Instructional Knowledge in ELA:
Teachers are still building a deep understanding of the essential learning, knowledge and skills of grade level standards students need to master throughout the course of the year. Overall, teachers have insufficient experience and knowledge in the crafting or identifying of high quality, rigorous text dependent questions and the backwards mapping process that actively drives student reading and writing tasks.

Instructional Planning in ELA:
Teachers are not consistently pre-planning and internalizing their lessons based on a thorough and focused reading of the curriculum text and aligning focus questions to the purpose of the text. Implementation of a new curriculum makes internalization of curriculum a priority.

Instructional Delivery in ELA:
Student reading and writing tasks across all classes are not consistently at the level of rigorous state standards. Teachers are not consistently implementing the resources aligned to the rigor of the grade level standards. Teacher knowledge and skill of effective differentiation and the fundamentals of reading is insufficient to impact student growth and achievement.

Instructional Delivery in Math:

Student math tasks across all classes are not consistently at the level of rigorous state standards. Teachers are not consistently implementing the resources aligned to the rigor of the grade level standards. Teacher knowledge and skill of effective differentiation is insufficient to impact student growth and achievement.

Professional Learning Communities and Systems of Collaboration:
Master schedule has not effectively protected collaborative and directed time for engaging in effective PLCs. Instructional leaders have not prioritized or planned for preparing teachers for essential, data and standards driven instructional planning in PLCs. Ineffective use of PLC's to address the instructional needs and learning gaps.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

School Target Setting

Priority Performance Challenge : High Quality Tier 1 Knowledge, Planning and Delivery of ELA

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2023-2024:** Increase the mean scale score (mss) for all students and subgroups in ELA to 740.1.
	2024-2025: Increase the mean scale score (mss) for all students and subgroups in ELA to meet or exceed State Scale Score.

INTERIM MEASURES FOR 2023-2024: % of students meeting or exceeding grade level RIT on NWEA will equal 50 or more on interim assessments.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2023-2024: Increase the median growth percentile for all students and subgroups to 65.

2024-2025: Increase the median growth percentile for all students and subgroups to meet or exceed the state MGP.

INTERIM MEASURES FOR 2023-2024: % of students meeting their individual growth goals on NWEA Interim assessments.

Priority Performance Challenge : High Quality Tier 1 Instruction in Math

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2023-2024: Increase the mean scale score (mss) for all students and subgroups in Math to 731.2.

2024-2025: Increase the mean scale score (mss) for all students and subgroups in Math to meet or exceed the state scale score.

INTERIM MEASURES FOR 2023-2024: % of students meeting or exceeding grade level RIT on NWEA will equal 50 or more on interim assessments.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2023-2024: Increase the median growth percentile (MGP) for all students and subgroups to 65.

2024-2025: Increase the median growth percentile for all students and subgroups to meet or exceed the state MGP.

INTERIM MEASURES FOR 2023-2024: % of students meeting their individual growth goals on NWEA Interim assessments.

Priority Performance Challenge : Culture of STEAM and High Performance

PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Supplemental Measure(s)

ANNUAL PERFORMANCE TARGETS

2023-2024: 95% of students will complete both PLTW and Amazon Future Engineer programs and earn program certificates.

2024-2025:

INTERIM MEASURES FOR 2023-2024:

Priority Performance Challenge : Predictable Learning Environment: Classroom Culture, Structure and Belonging

PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Attendance

ANNUAL PERFORMANCE TARGETS

2023-2024: Reduce the % of chronically absent students from 69% to below 40%.

2024-2025: Reduce the % of chronically absent students to below 10%.

INTERIM MEASURES FOR 2023-2024: Weekly, monthly and quarterly review of chronically absent students.

PERFORMANCE INDICATOR: Student Behavior

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2023-2024: Decrease the overall number of behavior referrals by 30%. Reduce from 818 (2022-2023 SY) to 573.

2024-2025: Decrease the overall number of behavior referrals by 30%.

INTERIM MEASURES FOR 2023-2024: Weekly and quarterly MTSS review of behavior referrals.