



# Colorado's Unified Improvement Plan for Schools

ENGLEWOOD MIDDLE SCHOOL UIP 2018-19 | School: ENGLEWOOD MIDDLE SCHOOL | District: ENGLEWOOD 1 | Org ID: 0120 | School ID: 2752 |  
Framework: Improvement Plan: Low Participation |

## Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action and Progress Monitoring Plans

## Executive Summary

### If We...

**SEE ATTACHED 90 DAY PLAN**

**Description:**

Big Rock 1: Curriculum and Instruction Big Rock 2: Collaborative Structures Big Rock 3: Structures for Student Success



### Then we will address...

**CURRICULUM AND INSTRUCTIONAL PRACTICES**

**Description:**

Horizontal and vertical curricular alignment is lacking due to inconsistent implementation of previous curriculum work. Engaging, relevant instruction is lacking for 21st century learners.



## MTSS SYSTEMS

**Description:**

Systems related to student behavior and discipline are lacking and/or inconsistent with regard to expectations, implementation, or sustainability.



## MOTIVATION AND CULTURE

**Description:**

Lack of shared and consistent identity of EMS (around student learning)



### Then we will change current trends for students

## CURRICULUM AND INSTRUCTION

**Description:**

Lack of consistent district curriculum vertically aligned to state standards.



## COLLABORATIVE STRUCTURES

**Description:**

Lack of professional structures for collaboration around curriculum instruction, and student behavior.



## STRUCTURES FOR STUDENT SUCCESS

**Description:**

Lack of Structures for Adults and Students.



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

## Improvement Plan Information

### Additional Information about the School

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## Narrative on Data Analysis and Root Cause Identification

### Description of School Setting and Process for Data Analysis

#### Demographics and Local Context: Location and Recent Changes

Englewood Middle School (EMS) is located just south of Denver and north of Littleton. We serve over 300 students in grades 7 and 8. We have a diverse student population that is comprised of approximately 46% Hispanic, 47% White, 1.5% Black, 3.5% mixed race, and 2% in other categories. Approximately 13% of students are English Language Learners and 15% receive special education services. In addition, 64% of our students qualify for Free/Reduced Lunch, and we have a district mobility rate of 28%. The demographics of our teaching staff is almost exclusively white with only one Pakistani teacher. The gender make up is a 52%/48% split male/female.

#### Performance Status, UIP Process, and Stakeholder Involvement in Writing UIP

Englewood Middle School is at Improvement on the School Performance Framework. We have communicated this openly to our community. We will continue to refine plans to "meet" or "exceed state expectations" in the following areas:

- Curriculum and Instruction for all sub-groups of students for academic achievement, growth, and growth gaps.
- Structures for Student Success (Behavioral and Academic)
- Collaborative Structures for Staff

We will continue to plan for the low achievement of disaggregated groups. These groups include the following five subgroups: F/RL, minority, students with disabilities, English Learners (EL), and students needing to catch up. In order to address the various learning needs of these disaggregated groups, we made changes for the

2018-19 school year including inclusive classroom settings with co-teachers and training for teachers (both general education and learning specialists) for co-teaching best practices. We continued with a 7-period day Monday through Friday with advisory/study hall time built into the beginning of each day for all 7th and 8th grade students. We implemented math and reading intervention classes for identified students who are below grade level standards. We will continue to identify student needs for catching up based on classroom assessments that are on-going and specific to skills in accordance with state standards. We developed interventions for remediation of specific skills including but not limited to before and after school tutoring groups, "lunch bunch" math support groups, and emotional/behavioral support through counseling and mental health providers in our building as well as Restorative Practices and Resiliency in School Environments programming through grants.

The UIP process involved many stakeholders including the building leadership team, School Accountability Committee, and the Learning Services district department. The staff at EMS has continued to analyze data, determine needs, revisit root causes, and create an ongoing plan for improvement. To develop the 2018--2019 UIP for EMS, we met with CDE to discuss steps and processes for improvement as well as University of Virginia PLE Cohort. We also observed multiple classrooms with CDE and district leadership to develop classroom data and understand instructional best practices occurring or missing from EMS classrooms. We developed a team of teacher leaders as well as building leaders to reflect on current practices, CMAS data, and determine root causes. We discussed methods for identifying specific students and needs within the middle school for resources and curriculum to individualize educational approaches. As a part of the PLC process put into place this school year, we are developing standards-based curriculum that is vertically aligned through collaborative conversations for planning and data discussions. Staff will continue to analyze data as it pertains to specific student growth using Illuminate interim testing three times throughout the school year.

Following the analysis of root causes and development of action steps with teacher leaders, the administration leadership team, instructional coaches, and the instructional leadership team, we will continue the process of evaluating best practices, teacher implementation of aligned curriculum, and use of daily common formative assessments. Instructional coaches and the administration will continue to develop professional development in accordance with needs identified through observations and teacher feedback. The administration leadership team and staff will regularly analyze site level data, including Illuminate, quarterly writing data, and frequent teacher-created assessments, both formative and summative. Teachers will continue to participate in 1-2 PLC meetings weekly for the entire school year, in which teachers, instructional coaches, and instructional leaders will lead conversations and learning specific to teacher and student needs. Administration leadership team will observe teachers frequently and provide timely growth-producing feedback after observations. We will also involve the parent community through the SAC and PTO parent groups in raising awareness of needs, focuses, and interventions for students and classroom instruction. We understand the importance of the continuous improvement cycle in all aspects of implementation of our strategies.

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## Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets). Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

## Current Performance

- 2018 School Performance Framework Data/Performance Indicators:
  - One-year overall academic achievement "does not meet" with the % of points earned at 25%.
  - One-year academic overall academic growth "does not meet" with the % of points earned at 26%.

### Academic Achievement:

- For CMAS English Language Arts, all students were approaching but all subgroups "did not meet" expectations. However, all groups did show growth or maintained in achievement.
  - Percentile ranks are:
    - 4th percentile to 15th percentile for all students
    - 1st to 5th for ELL
    - 2nd to 11th for FRL
    - 4th to 13th for minority students
    - Stayed the same at 1st percentile for students with disabilities
- For CMAS Math, all students as well as all subgroups "did not meet" expectations however all groups showed growth or maintained in achievement.
  - Percentile ranks are:
    - 3rd to 12th (all students)
    - 2nd to 6th (ELL)
    - 2nd to 9th (FRL)
    - 2nd to 13th (minority students), and
    - maintained 1st (students with disabilities)
- For CMAS Science, all students as well as all subgroups "did not meet" expectations, however groups showed growth or maintained in achievement.
  - Percentile ranks are:
    - 4th to 10th (all students)
    - 1st to 2nd (ELL)
    - 2nd to 7th (FRL)
    - 3rd to 11th (minority students)
    - maintained 1st (students with disabilities)

### Academic Growth:

- For CMAS English Language Arts, all students are "approaching" expectations.
  - Median growth percentiles are 43 (all students), 44 (ELL), 44 (FRL), 43 (minority students), 44 (students with disabilities)
- For CMAS math, all students, FRL, Minority, and Disabilities were approaching expectations. ELL meets expectations.
  - Median growth percentiles are 45 (all students), 55 (ELL), 42 (FRL), 47 (minority students), and 44 (students with disabilities).

## Trend Analysis



**Trend Direction:** Increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Achievement (Status)

All EMS students in ELA moved from Does Not Meet to Approaching over the course of the last three years. In 2016, all students on ELA scored in the 6th percentile, while in 2018 all students in ELA scored in the 15th percentile. While this still does not meet the state expectations for achievement, the trend is upward.



**Trend Direction:** Increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

In academic growth, all EMS students in ELA moved from Does Not Meet (33 MGP) to Approaching (43 MGP) over the last three years (2016, 2017, 2018).



**Trend Direction:** Decreasing then increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

The three year trend for Math for all students moved from 39 MGP in 2016 to 30 MGP in 2017, and then recovering to 45 MGP in 2018. The trend direction is back on track and exceeding the earlier growth.

## Root Causes and Priority Performance Challenges



**Priority Performance Challenge: Curriculum and Instruction**

Lack of consistent district curriculum vertically aligned to state standards.



**Root Cause: Curriculum and Instructional Practices**

Horizontal and vertical curricular alignment is lacking due to inconsistent implementation of previous curriculum work. Engaging, relevant instruction is lacking for 21st century learners.



**Priority Performance Challenge: Collaborative Structures**

Lack of professional structures for collaboration around curriculum instruction, and student behavior.



**Root Cause: Motivation and Culture**

Lack of shared and consistent identity of EMS (around student learning)



**Priority Performance Challenge: Structures for Student Success**

Lack of Structures for Adults and Students.



**Root Cause: MTSS Systems**

Systems related to student behavior and discipline are lacking and/or inconsistent with regard to expectations, implementation, or sustainability.

**Magnitude of Performance Challenges and Rationale for Selection:**



These performance challenges have been selected based on the work our leadership has done with UVA through the use of 90-day plans.

**Magnitude of Root Causes and Rationale for Selection:**

In collaboration with CDE and the Englewood Middle School (EMS) instructional leadership team engaged in a data dive to verify the Priority Performance Challenges (PPCs) as well as in a root cause analysis: 5 Why's Protocol, UVA cohort.



Through the work of UVA PLE cohort, the leadership team determined the needs based on school data including attendance, suspension/behavioral data, CMAS scores, Illuminate Benchmark exams, as well as identifying practices of successful schools as outlined through PLE.

EMS participated in building 90 day plans to address the root causes and create action steps to move toward structures for students, curriculum and instructional best practices, as well as collaboration for teachers.

### Additional Narrative / Conclusion

As part of the CLCC 21st Century Grant, out-of-school programming has been both a priority and a challenge. The CLCC extended day has presented challenges in that scheduling has changed over the past few years to extend the students' day, but student achievement is declining. In the past, we have offered math summer bridge programming with teacher tutors. We hoped to expand this programming to after-school math tutoring, but we have struggled finding teacher tutors due to mid-year staffing turnover. The summer math bridge program will continue with increased community outreach to increase student involvement.

## Action and Progress Monitoring Plans

### Major Improvement Strategy and Action Plan



See Attached 90 Day Plan

**Describe what will success look like:** Big Rock 1: Curriculum and Instruction Big Rock 2: Collaborative Structures Big Rock 3: Structures for Student Success

**Describe the research/evidence base supporting the strategy:** See Attached in Collaboration Tab for full 90-Day plans (Semester one and two)

#### Associated Root Causes:

#### Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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#### Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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## Progress Monitoring: Student Target Setting



**Priority Performance Challenge : Curriculum and Instruction**

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**Priority Performance Challenge : Collaborative Structures**

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**Priority Performance Challenge : Structures for Student Success**

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