



Colorado's Unified Improvement Plan for Schools

HARRIS BILINGUAL ELEMENTARY SCHOOL UIP 2019-20 | School: HARRIS BILINGUAL ELEMENTARY SCHOOL | District: POUDRE R-1 | Org ID: 1550 |
School ID: 3787 | Framework: Performance Plan: Meets 95% Participation | Draft UIP

Table of Contents

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

Executive Summary

If we...

TARGETED MATH INSTRUCTION: MOVE ALL BANDS OF STUDENTS TO NEXT PROFICIENCY LEVEL

Description:

Through ongoing collaboration staff plan targeted instruction for individual students. Students receive targeted skill-based instruction and feedback to support their individual needs (Impact Team: EAA protocol, WIN time, Math games). Staff analyze student work and plan actions steps accordingly.



DEVELOP A STRONG MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Description:

Each grade level team K-5 consistently implements tiered interventions, and develop action plans to support students, both academically and behaviorally.



Then we will address...

TARGETED MATH INSTRUCTION

Description:

We have cohorts of students who are significantly below grade level in mathematics, as well as students who are well above grade level who are ready for the next level of instruction.



MTSS: ACADEMIC AND BEHAVIORAL

Description:

In 2018-19 only 1/6 of our students were offered and received a portion of the Second Step curriculum. This year, 100 % of our student population will be receiving the Second Step curriculum through a dedicated lesson each week in each grade level from the Behavioral coach and the teaching staff. Academic interventions will be closely monitored through our MTSS/PLC system.



Then we will change current trends for students

TARGETED MATH INSTRUCTION

Description:

We have cohorts of students in various grades who need targeted instruction to move up levels of proficiency. We are collaborating in grade-level PLCs to identify root cause, deliver targeted instruction, analyze student evidence and adjust instruction to meet individual student needs.



MTSS: ACADEMIC AND BEHAVIORAL

Description:

Through a school-wide system of grade-level teaming, our MTSS process will be more defined this year. Each quarter, grade-level teams and interventionists will meet to monitor the academic and behavioral goals for students at each grade level. We will develop a strong multi-tiered system of support, analyze student data on a regular basis and ensure targeted interventions are monitored. We will implement a school-wide system for social/emotional growth by offering the Second Step curriculum grades K-5.



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

Description of School Setting

Harris Bilingual Immersion School implements a Two-Way, Dual Language Immersion Model, 50% of the students are native Spanish speakers and 50% of the students are native English speakers at each grade level (K-5). Students are taught to read in their first language in PK-3. Second language literacy is taught during English as a Second Language class and Spanish as a Second Language class. By 4th and 5th grade, students are in heterogeneous language groups. They receive half of their Literacy instruction in Spanish and half in English. In Math, Science and Social Studies, instruction is taught one week in English and one week in Spanish, alternating weeks, to heterogeneous language groups in 1st-5th grade. This model has proven to be a successful model for both our native Spanish and native English speaking students. We have received State and National recognition for our academic growth and decreasing the achievement gap for several years. Our student demographics include 67.8% Hispanic, 28.9% White, and 2.7% Multi Race. Fifty-four.two percent (54.2%) of our students qualify for the National School Lunch Program. Harris has a very stable enrollment with a consistently low mobility rate of 3.2%. Forty-nine.eight (49.8%) of Harris students are English Language Learners.

Celebrations

For 25 years, our Dual Language model has been recognized and known for serving our diverse students and families. Harris recently received the 2018 Governor's Distinguished Improvement Award for outstanding academic growth. We have also won this award from 2009-2014, and 2017. We also won the 2011 National Title I Distinguished School for Closing the Achievement Gap between poverty and non-poverty students. Over the last several years, our school has focused on refining our PLC teams and focusing on becoming Highly Impact Teams, utilizing protocols that support our targeted Tier 1, 2 & 3 math/literacy interventions.

Harris continues to be one of the top schools in our school district and state in academic growth as we once again, scored Exceed on the State's 2018 School Performance Framework in English/Language Arts. Harris has a history of strong Professional Learning Community (PLC's) collaboration. As part of weekly PLC meetings, data talks are scheduled to look at assessment data in Reading, Writing and Math. Teachers collaborate to discuss results on the formative assessments each quarter in Reading, Writing, and Math. All grade level teams are focused on implementing a strong Multi-Tiered System of Support (MTSS) for both academics and behavior. All teachers are trained in Impact Team protocols and have chosen the EAA protocol to focus on this year (EAA stands for Evidence, Analysis and Action). This year, we are implementing a strong tier 1 social/emotional curriculum called Second Step.

We attribute our success to our strong dual language model, dedicated staff who deliver targeted interventions, and a school-wide culture of respect. We honor the diversity of our entire community and we teach the "whole child". We believe in *promoting high levels of Spanish and English language competencies, academic achievement in both languages, high self-esteem, and positive cross-cultural attitudes.*

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).

Reflection on Major Improvement Strategies

1) Implement Tier 1 & 2 interventions school-wide to support all students.

Each grade level team K-5 consistently implements Tier 1 & 2 interventions, analyzes student evidence and develops an action plan to support individual students.

REFLECTION: Upon reflection on this major improvement strategy, all grade level teachers met on a weekly basis with the administration. Teacher teams implemented Tier 1 and 2 interventions, analyzed evidence and developed action plans to support individual students.

2) Targeted Math Instruction: Support cohorts of students who are below grade level.

Through ongoing collaboration staff plan targeted instruction for individual students. Students receive targeted skill-based instruction and feedback to support their individual needs. Staff analyze student work and plan action steps accordingly.

REFLECTION: Upon reflection on this major improvement strategy, teachers collaborated to plan targeted instruction for individual students. Students did receive

skill-based instruction and were given feedback to support their individual needs.

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

1) Implement Tier 1 & 2 interventions school-wide to support all students.

ADJUSTMENTS: From 2018 to now, Harris has undergone an administrative team change, a master schedule change and an alignment of school-wide systems. In the past year, successfully implementing Tier 1 and 2 interventions have been effective. This year with a new master schedule and grade-level teams, we are more able to successfully monitor academic progress and adjust instructional groups on a more consistent and timely basis. In addition, in 2018-19 all licensed staff was trained in IMPACT TEAM protocols and implemented at least one EAA protocol. This year, all grade-level teams are implementing at least three Impact Team protocols, created team goals of analyzing student evidence and developing action plans on a regular basis.

2) Targeted Math Instruction: Support cohorts of students who are below grade level.

ADJUSTMENTS: Targeted math instruction is occurring in several ways this year. We have a dedicated Math WIN time for each grade level that intervenes and extends instruction for students each day as needed. This time allows staff to support the student's individual needs. Additionally, our DCT Math representative is also our acting Math Coach. She supports teachers as needed to align their work in math throughout the year, lesson plan and model WIN time activities.

Current Performance

- **3-Year Data**

CMAS Achievement: Over the last 3 years, Harris's overall CMAS performance scores in both English Language Art and Math have been steadily increasing and have consistently been above the state average. For the 2018-19 school year, our students met our targets in each content area. This is significantly higher than both the State and Poudre School district's average.

CMAS Growth Report: Our academic growth is currently ranked among the top schools in our district and is significantly above both our district and state. Specifically, in English Language Arts, our 3rd Grade ranked the third highest in Poudre School District. On the CMAS growth report, our median growth percentile in English Language Arts increased from 61% in 2016 to 67% in 2017. In the last two years, this growth percentile has remained consistent at 67%. In Math, our median percentile was 66.5% in 2016 and increased to 71% in 2017. Even though in the last two years, our math growth percentile has taken a slight dip, we are confident that with the following changes: 1) New master schedule, 2) Greater emphasis on math interventions through school-wide WIN time, and 3) Stronger multi-tiered school-wide system of support will show an increase in students math growth.

1-Year Data

Data from the 2018 School Performance Framework 1-year (SPF): As a school, we received a rating of Meets on Academic Achievement scoring 72.7%. In Academic Growth, we received a rating of Exceeds, scoring 93.3%. We celebrate the growth and achievement that our students have demonstrated and recognize the hard work of the Harris school community. Our performance score of 85.1% is one of the top in our school district. We have the highest performance score of any of the Title 1 schools in Poudre School district and we are committed to serving our community, our families and our students.

Area of Focus: During 2018-19 school year, our building leadership created a 2019-20 master schedule that focuses on the following: 1) School-wide WIN time 2) Greater emphasis on math interventions, and 3) Strong multi-tiered school-wide system of support through grade-level teaming 4) Dedicated to conducting 3 Impact Team Protocols per year, per grade.

Trend Analysis



Trend Direction: Increasing then stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Our English Language Arts achievement as measured by CMAS state assessment has been steadily increasing for the last 3 years. From 2017-2019, our achievement percentile grew and has remained stable: 70%, 78%, 77%



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

On Math achievement as measured by CMAS State assessment, students have increased significantly in the last 3 years: From 2017-2019, our achievement percentile has continued an upward trend: 70%, 72, 81%

Additional Trend Information:

Area of Focus: During 2018-19 school year, our building leadership created a 2019-20 master schedule that focuses on the following: 1) School-wide WIN time 2) Greater emphasis on math interventions, and 3) Strong multi-tiered school-wide system of support through grade-level teaming 4) Dedicated to conducting 2 Impact Team Protocols per year, per grade.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Targeted Math Instruction

We have cohorts of students in various grades who need targeted instruction to move up levels of proficiency. We are collaborating in grade-level PLCs to identify root cause, deliver targeted instruction, analyze student evidence and adjust instruction to meet individual student needs.



Root Cause: Targeted Math Instruction

We have cohorts of students who are significantly below grade level in mathematics, as well as students who are well above grade level who are ready for the next level of instruction.



Priority Performance Challenge: MTSS: Academic and Behavioral

Through a school-wide system of grade-level teaming, our MTSS process will be more defined this year. Each quarter, grade-level teams and interventionists will meet to monitor the academic and behavioral goals for students at each grade level. We will develop a strong multi-tiered system of support, analyze student data on a regular basis and ensure targeted interventions are monitored. We will implement a school-wide system for social/emotional growth by offering the Second Step curriculum grades K-5.



Root Cause: MTSS: Academic and Behavioral

In 2018-19 only 1/6 of our students were offered and received a portion of the Second Step curriculum. This year, 100 % of our student population will be receiving the Second Step curriculum through a dedicated lesson each week in each grade level from the Behavioral coach and the teaching staff. Academic interventions will be closely monitored through our MTSS/PLC system.

Magnitude of Performance Challenges and Rationale for Selection:



Challenge #1 was selected due to the continued focus on targeted math instruction.

Challenge #2 was selected due to the need to establish a strong MTSS process for both academics and behavior. This academic year, we have employed a new master schedule (designed by our building leadership team) that allows for 1) greater grade-level teaming with interventionists, 2) a school-wide WIN time for math supported by interventionists (WIN stands for What I Need - targeted math intervention/extension at the students' instructional level), 3) a stronger MTSS system, and 4) Implement the Second Step Curriculum (Social Emotional Learning curriculum) school-wide.

Magnitude of Root Causes and Rationale for Selection:

Performance Challenge #1:

Students have been identified for intervention/extension in the following manner: CMAS, MAPS, enVision (Math curriculum), DIBELS math data.



Performance Challenge #2:

On a regular basis, the staff is meeting within PLCs. There is more consistency and collaboration to align the overarching school goal of teaching and supporting the whole child. Teams are supported by interventionists with specific areas of expertise. Social-emotional learning is now a more collaborative process between our mental health team and staff members.

Action Plans

Planning Form



Targeted Math Instruction: Move all bands of students to next proficiency level

What will success look like: Through ongoing collaboration staff plan targeted instruction for individual students. Students receive targeted skill-based instruction and feedback to support their individual needs (Impact Team: EAA protocol, WIN time, Math games). Staff analyze student work and plan actions steps accordingly.


Associated Root Causes:



Targeted Math Instruction:

We have cohorts of students who are significantly below grade level in mathematics, as well as students who are well above grade level who are ready for the next level of instruction.

Implementation Benchmarks Associated with MIS

| IB Name | Description | Start/End/ Repeats | Key Personnel | Status |
|---|--|---------------------------------------|---|--------|
|  Targeted Math Instruction | Define Power Standards at each grade level - Math Choose 3 Standards to implement EAA protocol at each grade level | 08/26/2019 05/29/2020 Quarterly | Administration, teaching staff, interventionists | |



Establish WIN time (Math games) at each grade level

08/26/2019
05/29/2020
Weekly

Grade level teachers, interventionists,
Math Coach

Targeted Math
Instruction

Action Steps Associated with MIS

| Name | Description | Start/End Date | Resource | Key Personnel | Status |
|---|--|--------------------------|--|--|-------------|
|  Targeted Math Instruction | Identify Math Workshops throughout the year to support grade level teams for Math WIN time | 08/26/2019 05/29/2020 | Math Coach | Katie McWilliams - Math Coach Kelly Shank - District Math support | In Progress |
|  Targeted Math Instruction | Schedule EAA protocols - 3 per grade (2019-20) | 08/26/2019 05/29/2020 | Impact Team Resources - protocol | Administration Intervention team Grade level teachers | In Progress |



Develop a strong Multi-Tiered System of Support (MTSS)

What will success look like: Each grade level team K-5 consistently implements tiered interventions, and develop action plans to support students, both academically and behaviorally.

Associated Root Causes:





MTSS: Academic and Behavioral:

In 2018-19 only 1/6 of our students were offered and received a portion of the Second Step curriculum. This year, 100 % of our student population will be receiving the Second Step curriculum through a dedicated lesson each week in each grade level from the Behavioral coach and the teaching staff. Academic interventions will be closely monitored through our MTSS/PLC system.

Implementation Benchmarks Associated with MIS

| IB Name | Description | Start/End/ Repeats | Key Personnel | Status |
|---|---|---------------------------------------|---|--------|
|  MTSS Development | Grade Level PLC meetings to monitor academic and behavioral interventions | 08/26/2019 11/03/2019 Weekly | Administration, Grade level teams, Intervention team, Mental Health Team, IS Team | |
|  MTSS Development | MTSS/Grade level PLC | 08/26/2019 05/29/2020 Quarterly | Administration, Grade level teams, Intervention team, Mental Health Team, IS team | |

Action Steps Associated with MIS

| Name | Description | Start/End Date | Resource | Key Personnel | Status |
|---|--|--------------------------|------------------------|--|-------------|
|  MTSS Development | MTSS Development for Academics includes continuing grade level PLCs, monitoring Tier 1,2,3 academic interventions | 08/26/2019 05/29/2020 | Impact Team protocols | Administration Grade level teams Intervention team IS Team Mental Health team | In Progress |
|  MTSS Development | MTSS Development for Behavior includes implementing the Second Step curriculum - Tier 1, establishing protocols for referrals for Tier 2 and Tier 3 interventions. | 08/26/2019 05/29/2020 | Second Step curriculum | Ashley Dorado - behavioral interventionist District support from Mental Health team Mental health team Harris Staff | In Progress |

School Target Setting





Priority Performance Challenge : Targeted Math Instruction



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: In 2019-2020, Harris students will continue the upward trend (academic achievement percentile) that we have been seeing for the last 3 years (70, 71, 81).

2020-2021: In 2020-21, Harris students will maintain and continue the upward trend (academic achievement percentile) that has been seen in prior years: (last 3 years= 70, 71, 81).

INTERIM MEASURES FOR 2019-2020: MAPS/DIBELS/enVision (math curriculum) Math WIN data Impact Team data: Evidence, Analysis, Action (fall, winter, spring math)



Priority Performance Challenge : MTSS: Academic and Behavioral



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Supplemental Measure(s)

ANNUAL
PERFORMANCE
TARGETS

2019-2020: In 2018-19, only 1/6 of the student Harris student population received frequent and targeted social/emotional instruction through the Second Step curriculum. In 2019-20, 100% of the Harris student population will receive frequent and targeted social/emotional instruction through the Second Step curriculum.

2020-2021: In 2020-21, of the 100% of the Harris students who will receive frequent and targeted social/emotional instruction through the Second Step curriculum, 1/3 of the students will be able to show social/emotional growth as evidenced through interest surveys.

INTERIM MEASURES FOR 2019-2020: In the spring of 2020, 4th and 5th-grade students will be given a social/emotional personal survey. During the 2019-20 school year, all students will go through "Minute Meetings" with our School Behavior Specialist to identify their "connectedness" to the Harris community.