



# Colorado's Unified Improvement Plan for School

Harris Bilingual Elementary School UIP 2022-23 | District: Poudre R-1 | Org ID: 1550 | School ID: 3787  
| Framework: Performance Plan: Meets 95% Participation | Draft UIP

## Executive Summary

### School Context

#### If we...

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

#### LITERACY PRACTICES

- Harris will focus on literacy by offering intentional, grade-level, targeted instruction utilizing the district curriculum, focused on the Science of Reading, with a focus on writing.



#### MATH ACCLERATION

- Using Math WIN groups, teachers/interventionists will use IMPACT Team protocols (EAA) to assess students understanding, accelerate based upon groupings, reassess and monitor progress and growth. - Cyles will be repeated 3-4 times per year - Math Coaching will be utilized as needed to support new teachers understanding of WIN time, IMPACT team protocols and math strategies to be used at Tier 1.



#### MENTAL HEALTH AND BELONGING (TIER 1-3)

- Harris students will feel a sense of belonging by participating in school-wide and classroom community-building practices. School-wide norms are evident and will result in patterns of interaction that encourage risk-taking, collaboration, safety, inclusion, and respect for divergent

thinking and students' cultures. The foundation of our dual language programming is that all students feel a sense of safety and belonging and their language and culture are accepted and celebrated!



## OPTIONS FOR GRADUATION

- Harris staff will support students in “options for graduation” by assisting students to set educational and personal goals, identify areas of interest, engage with families about their educational progress, and work collaboratively with other Harris staff to track progress and facilitate engaging lessons that are accessible to all learning levels.



## Then we will address...

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

### #1 LITERACY PRACTICES

Building collaborative processes to engage in teaming protocols that result in clear teaching outcomes and formative student data on priority standards.



### #2 MATH ACCELERATION

Provide teachers with instructional strategies to support students in accessing academic knowledge and vocabulary to engage in grade-level math instruction.



### #3 MENTAL HEALTH AND BELONGING (TIER 1-3):

Students will benefit from explicit direct instruction regarding tools of self-regulation and behavior.



## #4 GRADUATING WITH OPTIONS:

Students will benefit from enrichment opportunities that provide time and space to be creative, and extend their learning outside of the school day.



### Then we will change current trends for students.

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

## LITERACY PRACTICES

1A: Literacy practices: Action Step Implementation Benchmarks: 1) Engaging in District and School-wide Professional Development 2) PLC with Interventionist (4 cycles per year) 3) Targeted literacy interventions 4) Primary grade level flooding (intervention support). 5) Grade-appropriate teaching and learning by PSD-trained staff will be evident at Harris such that the following practices are visible during instruction: 1. Text - Lessons focused on high-quality complex text and instructional materials that are grade-appropriate and aligned with standards. 2. Task - Questions, and tasks that rely on engagement with and evidence from instructional materials. Lessons are sequenced to build knowledge. 3. Thinking - Students do the majority of the work and thinking. Students productively struggle and persevere through difficulty. 1B: Tier 1 Early Literacy (K-3) Description: Harris will monitor and provide Universal Tier-1 instruction that is differentiated to meet the needs of all students and targeted supports for students who are not meeting proficiency targets in grades K through 3rd grade in reading. Action Step Implementation Benchmarks: 1) Universal Tier 1 literacy instruction is data-driven, differentiated, and intentionally designed to minimize the need for intervention and to provide extensions/acceleration K 2) By August 2023, 100% of K-3 literacy teachers will have met the READ Act requirement for evidence-based foundational skills of reading. 1C: Collective Teacher Efficacy Description: Harris will increase collective teacher efficacy. Teaming practices throughout the year are guided by PSD Literacy protocols and CDE Science of Reading training in order to deliver and monitor effective literacy instruction. Action Step Implementation Benchmark: 1) Ensure all grade level teams understand the principles and use of teaming protocols and address remaining needs with PD. (Example: MClass Tools and Resources) 2) Teaming protocols will be used to support teacher collective efficacy in planning lessons and units based on student data. 3) Teaming protocols will be used to analyze student work and outcomes to address current student needs, and ensure equitable practices and calibration in grading.



## MATH ACCELERATION

Math Acceleration: Action Steps/Implementation Benchmarks: 1) Math WIN groups: Teachers will use flexible math WIN groups based on data and professional judgment to meet and exceed the students' growth. 2) Teachers/interventionists will use IMPACT Team protocols (EAA) to assess students' understanding of Math power standards. 3) Reassess and monitor progress and growth (Cycles will be repeated 3-4 times per year) 5) PSD Math Coaching will be utilized as needed to support the teacher's understanding of WIN time, Math Workshops, and math strategies to be used at Tier 1.



## MENTAL HEALTH AND BELONGING (TIER 1-3)

Mental Health and Belonging: Develop and implement practices to ensure students and staff feel appreciated, validated, accepted, and treated fairly. Harris has successfully implemented practices that ensure students, staff, and families feel safe, appreciated, validated, and accepted regardless of ethnicity, socio-economic status, English language proficiency level, disability, sexual orientation, and gender identification. At the very foundation of a dual language instructional model, Harris works hard to establish a culture of belonging and acceptance of language and culture and sees these as assets and strengths. We will continue to draw on these families funds of knowledge to ensure safety and belonging. Action Steps/Benchmarks: • Implementing Zones of Regulation school-wide • PBIS/Restorative Practices Team conducted a needs assessment (TFI) and worked with the district behavioral specialist to align our restorative practices to PSD. • Continue the Second Step curriculum • Continue "Minute Meetings" school-wide • Implement Restorative Practices at all levels/tiers. All grade levels will implement Classroom Check-In or Talking Circles at least weekly (creates space for regulation and connection). • Continue MTSS process for behavior with grade-level PLC • Restorative Practices Leadership Team will complete a Tier 1 Restorative Practices training. • Harris staff approach Tier 1 behavior corrections and problem-solving with students through a restorative approach using the Four Questions: 1. What happened? 2. How did it affect people, including you? 3. What could you have done differently? 4. What is a solution or what needs to happen to make things right? • Harris PBIS/RT Team has completed the Tiered Fidelity Inventory (TFI) for at least Tier 1. The resulting data is being used to inform additional action step planning.



## GRADUATING WITH OPTIONS

Harris will continue to support the enrichment opportunities for all students in order to support their educational goals and options for graduation. Action Steps/Benchmarks: Increase clubs/activities before and after school: - Triunfo Mentoring - PSD After 3 - Odyssey of the Mind - Science Fair - Career Fair - Engineering Days - Spanish/English Spelling Bee - Coding Club - Spanish Enrichment - Violin Club - Running Club - STOMP - BOE Hispanic Heritage Month Proclamation - Canvas Classic Football game parade participants - Attendance checks (weekly) - the administration will



work with families to ensure that attendance is at or close to 95% each quarter. For families that are struggling, administration/teachers will offer interventions to support the student's daily attendance.

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