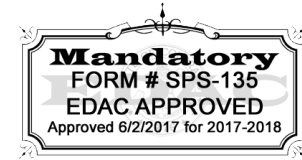




COLORADO
Department of Education



SABIN MIDDLE SCHOOL UIP 2016-17

District: **COLORADO SPRINGS 11** | Org ID: **1010** | School ID: **7556** |
Framework: **Improvement Plan** | **Draft UIP**

Colorado's Unified Improvement Plan for School

Table of Contents

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

Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: Math Growth

Description: Math, the median growth percentile ranks "Approaching" scoring in the 39 median growth percentile well below the 50 that would rank Math as meets.

Name: ELA Achievement

Description: ELA, the percentile ranks "Approaching" scoring in the 23 percentile well below the 50 that would rank ELA as meets.

Name: Math Achievement

Description: Math, the percentile ranks "Approaching" scoring in the 27 percentile well below the 50 that would rank Math as meets.

Name: ELA Growth

Description: ELA, the median growth percentile ranks "Approaching" scoring in the 38 median growth percentile well below the 50 that would rank ELA as "Meets".

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Collaborative with Stakeholders

Description: Lack of communication and information sharing with stakeholders keeps stakeholders from being involved in decision making and support.

Name: Tier II and III Instruction

Description: Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Improve classroom instruction 2.2 Articulated instructional model delivery of in

Description: Teachers will have clear standards based learning targets with a formative assessment to measure students mastery of the target. Teachers will receive actionable feedback tied to their instructional goals every other week. Research based instructional practices in place with an emphasis on Teach Like a Champion and getting better faster rubric.

Name: Student Culture 1.6 Continuous improvement monitor and react to student culture

Description: Students will respond positively on student culture survey. 100% of teachers will score 3s or better on the student culture rubric using schoolwide routines and systems The number of level 1 referrals will decrease by 20% from school year 2016

Name: Parent Involvement

Description: Increase parent and community involvement and collaboration

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

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

Yes, CDE turnaround network. Awarded in August of 2016

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

No

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
 - Tiered Intervention Grant (TIG)
-

School Contact Information

Jared Welch
Principal
3605 N. Carefree Circle
Colorado Springs Colorado 80917
Phone: (719) 328-7000
Email: jared.welch@d11.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Sabin is a 6th-8th grade middle school, built in 1975, located in suburban Colorado Springs. We currently enroll about 786 students. 64% of Sabin students are free or reduced lunch (FRL). Our current ethnicity breakdown is as follows, American Indian-0.5%, Asian-2%, Black-9.6%, Hispanic-32.3%, White-47.1%, and two or more ethnicities-8.4%. Attendance rate is 97%. The male to female student ratio is 50.6%: 49.3%. Six percent of our student population qualifies for (English as a Second Language) ESL services. 7.4% of our students have learning disabilities and qualify for an (Individual Educational Plans) IEPs, and 16% of our students qualify for gifted and talented services. We have 55 certified staff, and 14 classroom aides (special education support). Participants in the (Unified Improvement Plan) UIP process include our UIP writing team of teachers and administrators and the School Accountability Committee) SAC parent committee. Some of those listed above also participated in a root cause analysis in May 2015 and again in May 2016, and to determine progress of prior year goals.

School Vision and Goals

Description of School Context

Description of Planning Process

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: Increase the percentage of 6th Grade students scoring at the grade Level or higher in Reading from RIT Norm 207 to 211 by May 2016 as measured by NWEA MAP

Increase the percentage of 6th Grade students scoring 60th Percentile/higher in Reading from 22% to 40% by May 2016 as measured by NWEA MAP

Increase the percentage of 7th Grade students scoring at the grade Level or higher in Reading from RIT Norm 209 to 218 by May 2016 as measured by NWEA MAP

Increase the percentage of 7th Grade students scoring 60th Percentile/higher in Reading from 29% to 47% by May 2016 as measured by NWEA MAP

Increase the percentage of 8th Grade students scoring 60th Percentile or higher in Reading from 39% to 55% by May 2016 as measured by NWEA MAP

Performance:

Prior Year Target: Increased percentage of 6th Grade students scoring at the grade Level or higher in Writing from RIT Norm 206 to 211 by May 2016 as measured by NWEA MAP

Increased percentage of 6th Grade students scoring proficient/higher in Writing by 20% from Fall 2015 Baseline % by May 2016 as measured by Common Classroom Writing Assessment (Informational, Argumentative)

Increased percentage of 7th Grade students scoring proficient/higher in Writing by 20% from Fall 2015 Baseline % by May 2016 as measured by NWEA MAP

Increased percentage of 7th Grade students scoring proficient/higher in Writing by 20% from Fall 2015 Baseline % by May 2016 as measured by Common Classroom Writing Assessment (Informational, Argumentative)

Increased percentage of 7th Grade students scoring proficient/higher in Writing by 20% from Fall 2015 Baseline % by May 2016 as measured by Common Classroom Writing Assessment (Informational, Argumentative)

Increase the percentage of 8th Grade students scoring at the Grade Level or higher in Writing from RIT Norm 214 to 216 by May 2016 as measured by NWEA MAP

Increased percentage of 8th Grade students scoring proficient/higher in Writing by 20% from Fall 2015 Baseline % by May 2016 as measured by Common Classroom Writing Assessment (Informational, Argumentative)

Performance:

Prior Year Target: Increase the percentage of 6th Grade (subgroup) students scoring at the grade Level or higher in Math from RIT Norm 202 to 218 by May 2016 as measured by NWEA MAP

Increase the percentage of 6th Grade students scoring 60th Percentile or higher in Math from 6% to 25% by May 2016 as measured by NWEA MAP

Increase the percentage of 7th Grade students scoring at the grade Level or higher in Math from RIT Norm 201 to 223 by May 2016 as measured

by NWEA MAP

Increase the percentage of 7th Grade students scoring 60th Percentile or higher in Math from 27% to 45% by May 2016 as measured by NWEA MAP

Increase the percentage of 8th Grade students scoring at the grade Level or higher in Math from RIT Norm 211 to 226 by May 2016 as measured by NWEA MAP

Increase the percentage of 8th Grade students scoring 60th Percentile or higher in Math from 30% to 50% by May 2016 as measured by NWEA MAP

Performance:

Performance Indicator: Academic Growth

Prior Year Target: Increase the percentage of 7th Grade Students meeting NWEA MAP Reading projected growth targets from 45.9% to 75% by May 2016

Increase the percentage of 8th Grade Students meeting NWEA MAP Reading projected growth targets from 68.5% to 85% by May 2016

Performance:

Prior Year Target: Increase the percentage of 7th Grade Students meeting NWEA MAP Writing projected growth targets from Baseline to 80% by May 2016

Increase the percentage of 8th Grade Students meeting NWEA MAP Writing projected growth targets from Baseline to 80% by May 2016

Performance:

Prior Year Target: Increase the percentage of 7th Grade Students meeting NWEA MAP Math projected growth targets from 28.57% to 60% by May 2016

Performance:

Prior Year Target: Increase the percentage of 7th Grade Students meeting NWEA MAP Math projected growth targets from 40.3% to 70% by May 2016

Increase the percentage of 8th Grade Students meeting NWEA MAP Math projected growth targets from 59.18% to 80% by May 2016

Performance:

Current Performance

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

Areas that were approaching: Academic Achievement- English language arts math and science, Academic Growth-English language proficiency, Academic Growth Gaps-English language arts (students with disabilities, English learners) math (English learners): Academic Achievement-English language arts-none, math (FRL, minority students): Academic Growth-English language arts (English learners, FRL, students with disabilities) math (FRL, minority students).

Sabin Middle School students 4.7 points below the Performance status. Last year, data indicated a need for increasing the growth of our inclusion-special education students in all content areas. Growth was shown for this group of students in ELA and math, however we are still rated as does not meet. Our root cause analysis in May 2016 indicated that English language arts and Math are our significant opportunity for growth including sub groups. Student groups needing to demonstrate increased growth in ELA and Math are: minority students and students with disabilities. Sabin Middle school students increased their percent scoring at benchmark from one year to the next in CMAS Science, 16.8% to 18.9% When comparing (Northwest evaluation Association Measures of Academic Progress) NWEA MAP data Spring 2015 to 2016 6th grade declined in mean RIT score in Math 222 to 217 and Reading 213 to 209, 7th grade RIT score was virtually no change in Math 226 to 225 and increase in Reading 215 to 218, and 8th grade RIT score was virtually no change in Math 227 to 228 and Reading 221 to 220. Sabin has not seen the gains that we had hoped to see in MAP data, the amount of spring testing could be one determinant in the lack of achievement.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



Academic Achievement for ELA and Math is "Approaching" scoring in the 23 percentile rank in ELA and 27 in Math. This is a notable trend because scores are below the 50th percentile to achieve "Meets".

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



Using one year SPF each disaggregated group is achieving below the 15 percentile in ELA and falls in the category of "Does Not Meet". This is notable because the scores do not meet the 15 percentile to reach the "Approaching" category

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



Using one year SPF the following disaggregated groups, English Learners and Students with Disabilities are achieving below the 15 percentile in Math and falls in the category of "Does Not Meet". This is notable because the scores do not meet the 15 percentile to reach the "Approaching" category.

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



Academic Growth for ELA and Math is "Approaching" scoring in the 38 median growth percentile rank in ELA and 39 in Math. This is a notable trend because scores are below the 50 median growth percentile to achieve "Meets".

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***



Using one year SPF the following disaggregated group, Minority students fall below the 35 median growth percentile in ELA and falls in the category of "Does Not Meet". This is notable because the scores do not meet the 35 median growth percentile to reach the "Approaching" category.

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

Math Growth



Tier II and III Instruction



ELA Achievement



Tier II and III Instruction

Math Achievement



Collaborative with Stakeholders

ELA Growth



Collaborative with Stakeholders





Root Causes

Priority Performance Challenge: Math Growth

Tier II and III Instruction

Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

Priority Performance Challenge: ELA Achievement

Tier II and III Instruction

Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

Priority Performance Challenge: Math Achievement

Collaborative with Stakeholders

Lack of communication and information sharing with stakeholders keeps stakeholders from being involved in decision making and support.

Priority Performance Challenge: ELA Growth

Collaborative with Stakeholders

Lack of communication and information sharing with stakeholders keeps stakeholders from being involved in decision making and support.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Priority Performance Challenges: As indicated above, ELA and Math scores have been stagnant or declining over the last three years. The USIP writing team recognized this trend in May 2014 at a root causes analysis, and determined that a focus on instruction, with the work around the teaching and learning cycle was highest priority for improved student achievement. Although gains were made for students with disabilities in reading and math last year, students with disabilities continue to be an area of focus for us. Areas that are attainable in one year are: Academic achievement: Math-need to move from 27 to 50 percentile to move from 4/8 points to 6/8 points. ELA-need to move from 23 to 50 percentile to move from 4/8 points to 6/8 points. Academic Growth: Math (english learners)-need to move from 28.5 to 40 MGP (Median growth Percentile) to move from .25/1 points to .50/1 points Math (students with disabilities)- need to move from 29 to 40 MGP to move from .25/1 points to .50/1 points ELA (Minority students)- need to move from 33 to 40 MGP to move from .25/1 points to .50/1 points Local data would suggest that this is still an area of challenge and we will continue to improve as we focus on implementing interim common assessments. Common assessments will be monitored and used to drive instruction. Sabin is looking at the growth from quarter to quarter of those common assessments.

Provide a rationale for how these Root Causes were selected and verified:

Root cause analysis was conducted through a Root Cause Analysis Process, examining the past four years' data by a group of teacher leaders, in conjunction with administrators. The team used a Problem Analysis, combined with a SOLVE Process (State the problem, Organize relevant information, Look for possible causes, Vet possible causes, and Ensure we've found true cause). After a review with CDE Turnaround Network we identified the following strengths and needs in the following areas:

Culture of Performance

Strengths

Needs

- Staff wants a culture of performance. (Staff desire and mindset is there.)
- PLCs are starting to have more open data conversations (shared accountability)
- MakerSpace, 1-1 with iPads, re-thinking teacher placement (drama) = on the path to creating an inspiring learning environment
- Restorative Justice, connection circles has helped us to develop stronger teacher-student relationships
- Ownership of school mission and vision that will drive the structure of the culture in the building.
- Shared accountability - move away from personal conversations around data... we're improving the entire school.
- Need to reach out to parents/community. Gifted/magnet is very connected. We need to expand our reach
- We talk about the parent engagement piece a lot - do we know what that really looks like?? (i.e. We need to identify what weekly emails look like.) There's more to parent involvement than walking through the doors - how can we engage in different ways? How do we define parent involvement?

Academic Systems

Strengths

- Curriculum alignment & common assessments
- Conversations around mastery (part of focus for next year). What does mastery mean in content?
- Vertical alignment (6th, 7th and 8th grades)

Needs

- Observation/Feedback - talking about instructional techniques. Continue conversations (should the person observing have content knowledge?? Or should this be about solid instructional practices)
- Assessment system & data culture will be a focus this year. Data driven instruction will be a big lever for us. (Moving to Galileo next year)

- Staff willing to explore peer to peer observations
- Strength in meeting individual needs in pockets of the building - certain teachers are running with that concept (i.e. genius hour)

- Continually talk about rigor: what it means, what it looks like. Excuse: "our kids aren't at that level yet." We need to expose kids to that rigor.
- Students are tracking data in some classrooms (Achieve3000, Read180, Map Data, MasteryConnect). We do need a better system to track mastery.

Talent

Strengths

- Process and structure for decision-making in place (trego)
- District admin/leadership has worked hard on developing leaders (provides access to resources/training that will develop talent at the admin level)

Needs

- Distributed leadership (teacher leadership). Currently have a BLT - will be used more effectively next year.
- Starting an ILT next year - dept chairs will have the ability to coach. Within the ILT team, we want to create instructional leaders that become experts and spend their time coaching/spreading best practices.
- Evaluation - admin needs to become more solid on evaluations. Need to identify what that means. Evaluation is seen as a hoop to get through.
- Need to focus on developing teachers in their capacity to instruct and give feedback to their peers (coaching) - Follow up with John about training around this.

Operations

Strengths

- Schedule allows for a good amount of planning/collaboration time.

Needs

- We need to build strong systems:
- Who do we want to hire for Sabin? Deliberate training of new hires.

- Use of instructional time - we use it well and try to protect it (but we can tighten up in individual cases)
- Teacher planning - how are they spending planning time? Need to revisit our meeting schedule.
- How do we take what's being learned in the ILT back to the classroom?

The following identified root causes will guide our action planning. The first is a collaborative staff culture where teachers work together in PLCs using data to drive instruction. The other being a focus on instructional capacity through observation and feedback cycle.

Action Plans

School Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Priority Performance Challenge : Math Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	All Students scoring at 50 median growth percentile on PARCC to give a rating of "Meets".
	2017-2018:	All Students scoring at 60 percentile on PARCC to give a rating of "Meets".
Interim Measures for 2016-2017:		Galileo K-12 bench marking Fall and Spring. 50% of students showing mastery from Fall to Spring.

Priority Performance Challenge : ELA Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	All students scoring at 35 percentile on PARCC to give a rating of "Meets"
	2017-2018:	All students scoring at 50 percentile on PARCC to give a rating of "Meets"
Interim Measures for 2016-2017:		Galileo K-12 bench marking Fall and Spring. 50% of students showing mastery from Fall to Spring.

Performance Indicator:		Disaggregated Achievement
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	All dis-aggregated student groups will achieve 15th percentile to rate "Approaching"
	2017-2018:	All dis-aggregated student groups will achieve 25th percentile to rate "Approaching"
Interim Measures for 2016-2017:		Galileo K-12 bench marking Fall and Spring. 50% of students showing mastery from Fall to Spring.

Priority Performance Challenge : Math Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2016-2017:	All students scoring at 37 percentile on PARCC to give a rating of "Meets"
	2017-2018:	All students scoring at 50 percentile on PARCC to give a rating of "Meets"
Interim Measures for 2016-2017:		Galileo K-12 bench marking Fall and Spring. 50% of students showing mastery from Fall

to Spring.

Priority Performance Challenge : ELA Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	2016-2017:	All Students scoring at 50 median growth percentile on PARCC to give a rating of "Meets".
	2017-2018:	All Students scoring at 60 median growth percentile on PARCC to give a rating of "Meets".
Interim Measures for 2016-2017:		Galileo K-12 bench marking Fall and Spring. 50% of students showing mastery from Fall to Spring.

Planning Form

Major Improvement Strategy Name:

Improve classroom instruction 2.2 Articulated instructional model delivery of in

Major Improvement Strategy Description:

Teachers will have clear standards based learning targets with a formative assessment to measure students mastery of the target. Teachers will receive actionable feedback tied to their instructional goals every other week. Research based instructional practices in place with an emphasis on Teach Like a Champion and getting better faster rubric.

Associated Root Causes:

Tier II and III Instruction: Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Identify best practices	Best teaching strategies	08/24/2016 05/23/2017		Principal and Admin	In Progress	This School Year
Observation and feedback	Frequent observations and meaningful feedback	09/06/2016 04/24/2017	Getting better faster	Admin	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
--------------------------------	---------	-------------	-------------------	---------------	--------	-------------

Major Improvement Strategy Name:

Student Culture 1.6 Continuous improvement monitor and react to student culture

Major Improvement Strategy Description:

Students will respond positively on student culture survey. 100% of teachers will score 3s or better on the student culture rubric using schoolwide routines and systems The number of level 1 referrals will decrease by 20% from school year 2016

Associated Root Causes:

Collaborative with Stakeholders: Lack of communication and information sharing with stakeholders keeps stakeholders from being involved in decision making and support.

Tier II and III Instruction: Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Students will respond positively on student culture survey.	Students will respond positively on student culture survey.	08/24/2016 05/30/2017	Student survey	Staff and students	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
--------------------------------	---------	-------------	-------------------	---------------	--------	-------------

Major Improvement Strategy Name: Parent Involvement

Major Improvement Strategy Description: Increase parent and community involvement and collaboration

Associated Root Causes:

Collaborative with Stakeholders: Lack of communication and information sharing with stakeholders keeps stakeholders from being involved in decision making and support.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Parent engagement	Stakeholder involvement in schools	08/24/2017 06/01/2017		Administration and outside community	In Progress	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
--------------------------------	---------	-------------	-------------------	---------------	--------	-------------