(This document is now final so please don't make edits here.)

Monte Vista School District

Bill Metz Elementary Pathway Proposal: Accountability Clock Hearing

Overview

Monte Vista's mission is to "inspire the pursuit of excellence, one student at a time!" Our vision of how to accomplish that is to "achieve educational excellence by preparing students, parents, staff, and community members for the future." Monte Vista leadership and staff are deeply committed to providing a positive school climate and pathways for success for each and every individual student. We are proud to serve a diverse population of over 360 students at Bill Metz Elementary.

Bill Metz Elementary has historically struggled with student achievement and growth on state assessments. The school is currently on year five of the accountability clock, and has earned a rating of Priority Improvement or Turnaround for the past six school years (2015 was a hold harmless year due to the new accountability assessment being developed by the state). We do recognize a strength in having a passionate, caring, and hard-working staff and leadership team. Leaders are highly visible and accessible to the staff and students. Positive relationships and trust are built among key stakeholders through the school community. Another strength is the common language and behavioral management structures across the school with the implementation of Capturing Kids Hearts (CKH), Positive Behavioral Interventions and Supports (PBIS), and Restorative Justice (RJ). These are all characteristics that are seen in High Achieving Schools (HAS).

Bill Metz Elementary has been focusing their work over the past three years on collaboratively defining and implementing high expectations for all stakeholders and making system changes to protect and guide instructional time for students and collaborative time for staff. These priorities were based on recommendations from the Colorado Department of Education (CDE) in the work with the Connect for Success Grant. Taking on these characteristics of HAS has helped the school make improvements on student CMAS growth in ELA (15%ile increase) and math (13%ile increase) over the past two years. The school and district recognize that continued growth is still needed, and that it will take time for these initiatives to produce even more dramatic results, especially in student achievement.

The district and school have selected the external management organizational pathway as the most likely to dramatically improve student achievement. We are proposing to deepen and expand on the work we have already begun through Connect for Success and the Turnaround Leadership Program. Midcourse corrections will also likely be necessary to ensure continued improvement.

Background

Monte Vista is a rural community located in south, central Colorado near the center of the San Luis Valley. Monte Vista School District currently serves 1,157 students in grades PK-12. Ethnically rich, 68% of our students are of Hispanic descent with 28% being Anglo and the remaining 4% of students representing Native American, Asian, Black, and Pacific Islander people groups. Our district's female to male ratio is 50/50. Our ELL population is 8% (compared to the state average of 13.8%) and 14% of our students receive special education services (compared to the state average of 11.2%). Additionally, 68% of the student population qualifies for the Free or Reduced Lunch (FRL) Program (compared to the state average of 41%). At the elementary level, the percentage of FRL is much higher at nearly 80% of the student population. The average household income for Monte Vista is $39,000, compared to the state average of $63,909. The effects of generational poverty, and the trauma that often comes with it, are evident in our students' daily lives. The student mobility rate is also an important factor to consider with it fluctuating between 12 to 19% each year. Much of this turnover is created by students moving into or out of the San Luis Valley due to caregivers' job situations.

The Monte Vista School District is made up of six schools: Marsh Elementary (PK-K), Bill Metz Elementary (1st-5th grades), Monte Vista Middle School (6th-8th grades), Monte Vista High School (9th-12th grades), Byron Syring Delta Center (9th-12th alternative school), and the Monte Vista Online Academy (4th-12th grades). Both the middle and high schools have been in the Improvement or Performance categories the last few years, while the middle school earned an award for excellence from the state due to their growth scores. The online and alternative schools have had insufficient data to receive an SPF rating the last several years due to parent opt outs and low enrollment numbers. Marsh is a targeted school under the federal ESSA guidelines but does not get an SPF from the state.

Even though our students have many personal challenges that they have to face on a daily basis, our mission is to inspire the pursuit of excellence, one student at a time. Our mission speaks to how we strive to differentiate for our students. We also know that each student can show excellence in their own way. Some may excel in reading, writing, math, science, or social studies. Others will excel in the "non-academic" areas such as art, music, physical education, computer science, foreign languages, athletics, etc. Our counselors teach students about the "eight smarts," based off of the book by Kathy Koch, and how each of them are smart in one or more of the types of "smart," which are word, logic, picture, music, body, nature, people, and self-smart. Our vision is to achieve educational excellence by preparing students, parents, staff, and community members for the future.

Analysis of Student Performance

Bill Metz Elementary earned a rating of Priority Improvement in the fall of 2014 from the state, and entered year one of the accountability clock. The state did not release SPFs in 2015 due to the transition to the new state assessment (PARCC). In 2016 and 2017, the rating decreased to Turnaround. At this point, the school became a recipient of the Connect for Success and Turnaround Leadership Program grants. In 2018, the school made improvements and only ended up two-tenths of a point from the Improvement category. The points earned on the SPF went up 16.8 points compared to the 2017 SPF. The school's 2019 SPF rating remained Priority Improvement, causing the school to enter year five of the accountability clock. The school was very close to earning the next category up in both ELA (.2 points) and Math (1.6 points) for achievement, as well as only being one percentile away from moving up a category in Math growth. We recognize that simply getting into the Improvement category is not enough to say that our work is done improving student outcomes at Bill Metz. However, we do want to describe our current performance in relation to this benchmark.

When analyzing the state assessment data from the five previous years, ELA scores have had some increases/decreases within the 3rd, 4th, and 5th grade levels, but proficiency levels remained relatively flat. Math proficiency levels have fluctuated more significantly, with 3rd grade increasing as much as 11% and then decreasing by 10%. 4th grade also saw increases of up to 10% and 8% in two different years but also decreases as much as 6% in a year, and 5th grade remained relatively flat until this year's 12% increase.

Due to the majority of our student population being minority and impacted by poverty, the academic performance of our "all students" categories usually matches our minorities, free and reduced, achievement and growth data. However, we see some discrepancies between subgroups. For example, in ELA achievement, our females outperform our males by an average of 7% over the past five years. Also, our white students score higher than our Hispanic students by an average of 12% on ELA assessments and 15.6% on Math assessments.

Please see the tables below for CMAS/PARCC data from the past five years:

ELA CMAS Achievement Percentage of students meeting or exceeding expectations							
Year	All Students	Females	Males	Hispanic	White	ELL	IEP
2015	18.8%	24%	13%	14%	31%	3%	0%
2016	17.7%	21%	14%	16%	26%	8%	5%
2017	19.2%	23%	15%	16%	31%	3%	5%
2018	19.4%	20%	19%	18%	26%	4%	5%
2019	17.9%	22%	14%	16%	27%	7%	0%
Average	18.6%	22%	15%	16%	28.2%	5%	3%

Math CMAS Achievement Percentage of students meeting or exceeding expectations							
Year	All students	Females	Males	Hispanic	White	ELL	IEP
2015	10.7%	12%	9%	8%	17%	8%	0%
2016	13.9%	15%	13%	10%	29%	3%	0%
2017	14.2%	14%	14%	11%	26%	3%	0%
2018	16.6%	13%	20%	15%	24%	7%	0%
2019	14.7%	16%	13%	8%	34%	3%	0%
Average	14.02%	14%	13.8%	10.4%	26%	4.8%	0%

ELA CMAS Growth Median Growth Percentile							
Year	All Students	Females	Males	Hispanic	White	ELL	FRL
2015	No growth due to new PARCC assessment						
2016	40	43	31	44.5	32.5	44	43
2017	31	31	31	28	39.5	27	29
2018	39	47	36	39.5	39	-	39.5
2019	46	45	50	42	62	-	42
Average	39	41.5	37	38.5	43.25	35.5	38.375

Math CMAS Growth Median Growth Percentile							
Year	All students	Females	Males	Hispanic	White	ELL	FRL
2015	No growth due to new PARCC assessment						
2016	33	36	30	31	37	23	32
2017	21.5	20	23	20	23	14	18.5
2018	39	38	40.5	39	43	39	35.5
2019	34	34.5	34	34	31.5	-	32.5
Average	31.875	32.125	31.875	31	33.625	25.33	29.625

In the Monte Vista School District, both Bill Metz Elementary and its feeder Marsh School (which serves PK - K), use I-Station as our local reading assessment for the READ Act. Please see the local data from the past three years below:

I-Station Reading
READ Act: Percent of Students scoring Well Below Benchmark
(color bands represent cohorts)

Grade Level	**BOY 2016-17**	**EOY 2016-17**	**BOY 2017-18**	**EOY 2017-18**	**EOY Target 2017-18**	**BOY 2018-19**	**EOY 2018-19**	**EOY Target 2018-19**	**BOY 2019-20**
1	49	31	52	32	14	43	39	22	35
2	35	14	36	21	16	39	22	23	36
3	36	22	29	22	7	43	22	20	27
4	35	12	35	16	11	43	16	20	34
5	33	16	27	14	6	21	16	11	21
Total	38	20	36	21	-	36	22.8	-	31

I-Station Reading
READ Act: Percent of students scoring At Benchmark
(color bands represent cohorts)

Grade Level	**BOY 2016-17**	**EOY 2016-17**	**BOY 2017-18**	**EOY 2017-18**	**EOY Target 2017-18**	**BOY 2018-19**	**EOY 2018-19**	**EOY Target 2018-19**	**BOY 2019-20**
1	28	33	23	39	50	25	38	50	36
2	38	63	49	50	67	31	53	57	45
3	36	49	38	48	75	38	51	59	40
4	36	57	37	61	65	30	75	57	40
5	47	59	52	59	63	50	70	70	58
Total	36	51	40	51	-	38	56	-	44

In the Monte Vista School District, we also believe in having useful assessments that we can use to adjust our instruction for ELA and Math. In the 2017-18 school year, we used I-Station for a math assessment as well, but we found that it didn't give us good information to be able to adjust instruction, so in 2018-19 we tried I-Ready Math and continue to use it in the 2019-20 school year. Please see the 2018-19 data below for I-Ready Math:

I-Ready Math Achievement - Percentage of students at benchmark

Grade Level	BOY 2018-19	EOY 2018-19	EOY 2018-19 Target
1	2%	40%	68%
2	5%	51%	45%
3	0%	32%	36%
4	5%	42%	45%
5	12%	36%	50%

I-Ready Math Growth

Bill Metz Elementary students made growth above the national norm in our local math assessment data over the past school year. Four of the five grade levels reached at least a year's worth of growth by the end of the year for the median student. The average across the five grade levels was 130% of the expected growth, which translates into a little more than one and a quarter of a year's growth during the 2018-19 school year.

Students in grades 3-5 also take the Galileo assessment in ELA and Math. Students take a pretest at the beginning of the year and a post-test at the end of the year as well as quarterly assessments. Teachers analyze the quarterly assessments and create action plans to reteach and/or review standards or elements as needed. Please see the Galileo data below for grades 3-5:

Galileo ELA Achievement
Percent of Students at or above Grade Level

Grade	Galileo 2016-17 BOY	Galileo 2016-17 EOY	Galileo 2017-18 BOY	Galileo 2017-18 EOY	Galileo 2018-19 BOY	Galileo 2018-19 EOY	Galileo 2019-20 BOY
3	23	36	23	45	16	16	15
4	29	43	24	39	28	50	19
5	14	9	22	29	13	34	24

Galileo ELA Growth

ELA growth over the 2017-18 and 2018-19 schools years met the expected growth targets for one year of growth in all three grade levels. 4th grade has consistently had students making 1.5 years of growth each school year and 5th grade accomplished over two years of growth during the 2018-19 school year.

Galileo Math Achievement
Percent of Students at or above Grade Level

Grade	Galileo 2016-17 BOY	Galileo 2016-17 EOY	Galileo 2017-18 BOY	Galileo 2017-18 EOY	Galileo 2018-19 BOY	Galileo 2018-19 EOY	Galileo 2019-20 BOY
3	38	31	36	37	28	18	23
4	15	28	11	25	20	46	13
5	3	3	10	14	6	17	23

Galileo Math Growth

Math growth has been positive the last couple of years since we have implemented our new data analysis system and process to drive instruction. The sole exception to this was in 3rd grade Math during the 2018-19 school year. On the third grade teacher team, 3 out of 4 teachers were new which we believe was an underlying cause of the dip in math scores (and lower than normal ELA scores as well even though they met one year’s worth of growth). While some interim assessment data is showing achievement improvement, this is not yet translating into increasing achievement on CMAS, where overall achievement has remained essentially stagnant for the past 5 years.

Root Cause Analysis

The MVSD community understands and supports the need for continued change within our system. Our leadership approach is, “Do the right work and the scores will take care of themselves.” We view achievement scores as an indicator of the effectiveness of our efforts, not as a terminal goal. Improved tests scores are one indicator that we will see on our path to helping create academically, emotionally, intellectually, socially, and physically prepared students. Aided by the Colorado Department of Education, in 2013 we undertook an in-depth performance and climate data analysis. This process supported our development in becoming a data-informed district. In the spring of 2013 a comprehensive review was completed by the Flippin Group’s Learning Keys Needs Assessment. Several elements of that assessment are still in play for the district. Though we still have expertise yet to develop, we believe we now have in place the foundation for accelerated academic achievement. Our performance in the areas of truancy mitigation and school climate is work of which we are especially proud.

Parents and community members were involved in the development of the planning process giving us valuable information through the completion of surveys and in-person focus groups. Information in this plan was presented to and reviewed by staff, students, community members, building and district level accountability committees, and the school board. As we implement the pathway plan, we will continue to use these established processes to meaningfully engage parents and community members in our school improvement work.

We have had a few external partners over the past two years we have worked with to bolster improvement efforts. The Student-Centered Accountability Program (S-CAP) System Support Reviews (2017-19), Bill Metz Elementary's Connect for Success site review (April 2017), monthly observations and coaching through the Turnaround Leadership Program (2017-2019), and the State Panel Review visit (March 2019) indicate the following items to be the root causes of the majority of our schools' academic underperformance.

- **Lack of vertical and horizontal articulation of curriculum.** In 2017-18 the district reviewed potential curricula and selected new math resources first implemented in 2018-2019. In 2018-19 the district reviewed potential curricula and selected new science resources first implemented in 2019-2020. During 2019-2020 we are reviewing ELA resources that will be implemented for the first time in 2020-2021. During 2020-2021 the district will review social studies resources for purchase and implementation in 2021-2022.
- **Lack of systemic assessment practices that utilize data from formative assessment to direct and change instructional plans and practice.** Data cycles were put in place during the 2017- 18 school year, but refining the process is still needed to see the full benefit.
- **Widespread inconsistency in planning for and delivery of standards based, research informed best first instruction.** Weekly coaching for each instructional staff member was implemented in the 2018-19 school year. There are district-wide ELA and Math coaches. This effort will continue in future years and will be refined to maximize impact. The coaching system is in the process of being expanded this year by building the infrastructure to have more in-building peer coaches through training offered by the principal. Eight teachers took advantage of this opportunity and are now getting guided practice alongside an existing coach in order to build depth, support, and understanding around our coaching system to

provide high quality feedback to instructional staff (both teachers and paraprofessionals).

- **Staff has not had sufficient training and/or coaching to differentiate and personalize learning to ensure the success of all students.** Our new master schedule, put into place in 2017-18, helped us have the time to differentiate for small groups of students during math and reading intervention times. We added the math intervention program through I-Ready and professional development tied to the program in 2018-19. Our reading intervention program (Lindamood Bell) is deeply rooted in our reading intervention instruction. Our staff was fully trained in August of 2013 in two Lindamood Bell programs: Seeing Stars and Visualizing & Verbalizing as well as the summer of 2019. Upon hiring, each new staff member is trained in both programs and coaching will continue to support consistency of implementation.
- **The need for collaboratively defined, agreed upon, and communicated high expectations for all teachers, staff, and students.** Our Connect for Success plan has focused on this root cause over the past two school years and we are making tremendous strides in meeting higher expectations. All of the elementary staff have been trained in depth and complexity in order to provide higher order thinking questions and activities to students. The school has also implemented student data binders to help students take ownership of their learning by setting meaningful goals, tracking their progress, reflecting, and updating their goals based on quarterly progress.
- **The need to conduct frequent observations to ensure effective instruction is occurring schoolwide with consistency and constancy.** Teachers are being provided with feedback and professional learning through coaching and modeling of effective practices. In 2018-19 we implemented a weekly coaching system for teachers in which they get feedback that recognizes the bright spots and helps them make improvements with instructional and/or behavioral strategies. The coaching system is in the process of being expanded this year by building the infrastructure to have more in-building coaches through training offered by the principal. Eight teachers took advantage of this opportunity and are now getting guided practice alongside an existing coach to build depth, support, and understanding around our coaching system to provide high quality feedback to instructional staff (both teachers and paraprofessionals).

- **Protect and focus collaboration time across and within grades, including SPED and other specialists.** Establish structures, tools, and protocols to improve the effectiveness of collaboration. In 2017-18, we initiated a formal data analysis protocol to help drive the decisions and instructional changes that need to be made after interim assessments. In 2018-19 we implemented a common planning tool for each grade level team to keep the focus on lesson objectives/standards, success criteria, and higher-level thinking. Teams meet on a weekly basis to plan together and quarterly to analyze quarterly assessments and create action plans to reteach and/or review standards and elements that students didn't master.
- **Evaluate and focus initiatives to ensure alignment with school and district goals and priorities.** Ensure sufficient time is provided for implementation of initiatives with fidelity to produce desired results. Through the Connect for Success and Turnaround Leadership Program grants, we have focused our efforts on two or three main goals each school year. This has helped us make growth over the past two school years.

Improvement Efforts

We have already taken a variety of actions over the past two and a half years to improve student outcomes and address the root causes described above. Partners, including CDE and Generation Schools Network, have been critical to our improvement efforts and we have been able to leverage their expertise in numerous initiatives. The following are examples of improvement efforts we have undertaken:

- We received Connect for Success & Turnaround Leadership Program Grants and developed partnerships to help us evaluate and determine strategic next steps.
- We've hired a second instructional coach to focus more on math instruction and alignment.
- We have implemented data analysis protocols and systems, and ensured that adequate time is set aside to review and adjust instruction.
- In order to reduce the amount of instructional and learning gaps, we have protected core/Tier I instructional time in both literacy and math. This means that students are no longer pulled out of their core time to fill in learning gaps.

- In addition to protected Tier I instruction, all students receive 30 minutes per day of Tier 2/3 intervention or enrichment in both literacy and math according to their needs. This provides the time needed to fill students' learning gaps.
- Increasing student ownership is a goal as well so we are implementing a data notebook process where students set personal goals, track their progress, reflect on their growth, and make learning adjustments.
- All staff are receiving professional development around depth and complexity and learning how to include higher order thinking within our lessons.
- We are using coaching cycles to drive growth of instructional staff members. This began with administration and instructional coaches but this year is expanding to include 8 teachers interested in participating in peer coaching cycles.
- At the district level, new standards aligned resources/curriculum are being purchased in major content areas to create cohesiveness, vertical alignment, and increase rigor.
- Distributive leadership and decision making has also been implemented through development of the building leadership team and instructional leadership team at the district level.

We feel that the strategies listed above are beginning to show positive results, however, we need more time to truly see them reach their full potential. We have implemented two full years of I/E (intervention/enrichment) time and data analysis systems to drive instruction. We began coaching cycles in the 2018-19 school year and are just beginning year 2. Bill Metz Elementary submitted and was awarded two significant grants in the spring of 2017: Connect for Success and the Turnaround Leadership Program. Over the course of the 2017-2018 and 2018-19 school years, the school made very effective use of the grant dollars and supports to make positive growth in both ELA and math growth percentiles on the CMAS assessments. Those increases are also evident in the data that was previously shared for not only the CMAS assessments but also local assessments such as I-Station reading, I-Ready math, and Galileo. The school is now applying for an EASI grant - Accountability Pathways Planning and Implementation to be able to continue the progress that has been seen over the past two school years.

The Monte Vista School District also has several Title I schools, including Bill Metz Elementary, Marsh School (BME's feeder school), Monte Vista Middle

School, and the Byron Syring Delta Center (alternative high school). Much of the Title funds go toward elementary intervention staff salaries and benefits.

Pathway Identification

The Monte Vista School District proposes the pathway of an external management organization to help Bill Metz Elementary focus on improvements in the areas of instructional transformation and talent development. The management partner, Generation Schools Network was selected through the process described below. The district and school both recognize the supports that come with an external management partner. The school also has a positive history of working with external partners through the Connect for Success and Turnaround Leadership Program grants. The state panel review team recognized this as a critical strength in their April 2019 report by giving an “effective” rating to the school for their prior work with external partners.

The district recognizes that the school’s infrastructure is not yet established enough to support the innovation pathway. With the school is still developing the capacity to engage in turnaround work, school leaders and teachers are not yet ready to lead innovation. Nor is it clear that there are barriers to the school’s improvement work that would require the flexibility innovation provides.

The district also agrees with the state panel review report in not recommending conversion of the elementary to a charter school. The district does not have the capacity to support the conversion process. There are limited resources in the small community of Monte Vista and the charter authorization is extensive. Bill Metz Elementary is also the only school in the district that instructs 1st-5th grades, so it would not give parents an option, which is an important purpose of charter schools. The school would lose the momentum that it has built up over the past two and a half years if the energy was put into the charter school conversion process. It is also highly unlikely that there are high-quality charter operators who would be interested or able to operate in our small, rural location.

School closure is also not a viable option for Bill Metz due to the elementary school being the only school in the district serving 1st-5th grade students. Sending students to another district is also not feasible and would cause dramatically negative ripple effects across the entire district.

As a result of choosing the external management partner option, the school’s principal, district’s superintendent, and two school board members attended the department’s EASI Expo, or external partner vendor fair, on October 14, 2019 to explore vendor options. After discussion with various vendors, three were selected to respond to the district's Request for Proposal by October 25, 2019. Generation Schools Network (GSN), The New Teacher Project (TNTP), and Public Education and Business Coalition (PEBC) were the three vendors that returned RFPs. A selection committee consisting of the superintendent, principals, teachers, and parents narrowed the three partners down to two for interviews. The RFP responses were sent to the entire elementary staff for feedback and questions regarding the partners' services and experience. On November 19, 2019 the selection committee interviewed GSN and PEBC using a list of recommended questions from CDE. Reference checks were conducted to see how the partners have worked with similar schools/districts. The selection committee carefully rated each partner using the CDE provided rubric. GSN earned 63 out of 75 possible points and PEBC earned 42.5. As a result, the team chose to move forward in a partnership with GSN. More in regard to GSN's track record of school improvement and turnaround can be found in Appendix I.

School/District Design Plan

The Monte Vista School District and staff at Bill Metz Elementary agree with the state panel review that the work that has been begun needs to continue in order to provide the required time to produce dramatic positive results in student achievement and growth. The scope of the work over the next two years to take place in conjunction with the external management partner and a local instructional coach is focused around instructional transformation, culture building and talent development. The building principal and building leadership team will also be instrumental in the success of the pathways plan resulting in dramatic student achievement and growth gains.

GSN will work alongside the school/district based team to provide:

- Continued support in prioritizing goals and key action steps to keep the work focused.
- Ongoing professional development for school leadership and coaches as well as teachers regarding best instructional practices and turnaround strategies.
- Ongoing use of data to drive instruction for student grouping and to inform instructional practices.
- Coaching cycles to support teacher growth.
- Support in curriculum selection, pacing, implementation, and delivery.
- Retaining high quality staff and recruiting new staff.
- Continuing the focus on school climate through intentional integration and alignment of programming (Capturing Kids Hearts, Positive Behavior Intervention

& Supports, Multi-tiered Systems of Support/Response to Intervention, Second Step and Advocacy/Social/Emotional Learning) and behavior response.

- Fidelity of implementation to chosen academic systems, culture of performance and talent management programs, practices and systems.

Management Partner Description

Generation Schools Network (GSN), a Colorado-based nonprofit with 15 years of school improvement experience experience, has been designated as an Educational Services Provider by the Colorado Department of Education for Diagnostic Review, Unified Improvement Planning and Community Engagement, Turnaround Leadership and Management Partner in the areas of: Instructional Transformation, Talent Development, Culture Shift, and Leadership Training. Through Educational Action for School Improvement (EASI) grants over the past 5 years, GSN has provided services to dozens of schools and districts ranging from diagnostic review to Pathways planning and management partnership. GSN has been selected as an external partner due to their deep experience in coming alongside schools to provide turnaround supports and move schools off the clock, as well as their significant experience in supporting Monte Vista Schools through:

- **Student-Centered Accountability Program or S-CAP (2015-2019).** Monte Vista is one of five core districts that worked alongside GSN through the Colorado Rural Education Collaborative (CREC) to design and create the S-CAP program, which has since expanded to 14 districts across Colorado with interest from other states.
- **Turnaround Leadership Program (2017-2019)** aligned with the four domains for Rapid School Turnaround which assisted Bill Metz in building a distributed leadership team, defining our instructional way, considering MTSS supports, creating a data-driven instructional system and addressing school culture and climate along with talent development and community engagement.
- **Data protocol training and implementation support (2018-2019).** These efforts with GSN were paired with the efforts described below.
- **Connect for Success Grant (2017-2019)** to provide literacy and math coaching as well as supporting the district in strengthening its Title I program.
- **State Review Panel Visit (2018-2019)**
- **District-wide implementation of Capturing Kids' Hearts (2018-2019)**
- **MTSS Grant (2019-2020) developing MTSS system throughout the district.**

GSN will provide needed support through the Management Partner Process, which will include but are not limited to:

- Quarterly check-in meetings with district administration and the school-based leadership team to assess progress
- Monthly site visits to review data and provide professional development, support, and coaching for administration, instructional coaches, and instructional staff
- Virtual check-in and coaching meetings on an as needed basis to maintain momentum and solve pressing challenges.

GSN's highly skilled staff who will support the Monte Vista School District and Bill Metz Elementary have significant familiarity with the district and have all led high achieving schools. Their bios can be found in Appendix II.

Goals & Progress Monitoring Plan

Academic Systems Goals

The following goals have been established as part of the Turnaround Pathways Planning to ensure that the school moves out of Priority Improvement status to Improvement and then Performance school ratings by Fall 2022.

ELA CMAS Achievement Goals Percentage of students meeting or exceeding expectations	
Year	All Students
2019 Baseline	17.9%
2021	23%
2022	30%

ELA CMAS Growth Goals Percentage of students meeting or exceeding expectations	
Year	All Students
2019 Baseline	46%ile
2021	55%ile
2022	60%ile

Math CMAS Achievement Goals Percentage of students meeting or exceeding expectations	
Year	All Students
2019 Baseline	14.7%
2021	23%
2022	30%

Math CMAS Growth Goals Percentage of students meeting or exceeding expectations	
Year	All Students
2019 Baseline	34%ile
2021	55%ile
2022	60%ile

I-Station (Used for READ Act instead of DIBELS) READ Act: Percent of students scoring At Benchmark	
Year	All Students
2019 Baseline	56%
2021	70%
2022	75%

The team at Bill Metz Elementary with support from their Management Partner will pursue the following academic, culture of performance and talent management strategies to improve performance over the course of the remainder of the 2019-2020 and 2020-2021 school years. These steps will move BME toward the achievement, growth and benchmark goals listed in the previous charts.

Academic Systems Strategies	**Progress to Date (year established)**	**Proposed Changes & Timeline**
Time	-Protected core instruction time for all students (2017-18) -30 minutes daily set aside for I/E in math and ELA (2017-18)	-Continue core instruction and I/E practices (2020-2022) -Set aside daily or weekly time for intentionally teaching social/emotional skills (Fall 2020)
Curriculum & Instruction	-Creating of Instructional Way during TLP (Summer of 2017) -District started new Math program, Big Ideas Math, in 2018-2019 -2019-2020; 2nd year of new Math program implementation and November 2019 District follow-up training -District reviewed Science curriculum and supports. An aligned program was purchased in May of 2019. -District is reviewing ELA curriculum and supports. An aligned program will be purchased by the end of the 2018-19 school year. -Teachers trained in depth/ complexity and higher order thinking (2018-2019) -Teachers trained in objectives and success criteria (2019-20)	-Engage staff to identify, articulate and implement instructional non-negotiables to support consistent student engagement providing teacher support through administrative walkthroughs, coaching, push in and modeling (2020-2021) -Implement new English/Language Arts (ELA) curriculum & supports (2020-21) -Implement curriculum-based measures to add to assessment (2021-2022) -Continue depth/complexity and higher order thinking as well as objectives and success criteria through GSN/Instructional coach/peer coaching cycles (2020-2022) -Implement Sheltered Instruction Observation Protocol and other strategies to support vocabulary development (2021-2022)
Assessments & Data	-Quarterly interim assessment data review that includes plans for reteaching (2019- 2020) -Use of Student Data Notebooks setting at least quarterly goals to	-Continue quarterly data cycles -Extend teachers' knowledge of how to use data more quickly in response to assessment (2020-21) -Consider which assessments provide the highest leverage

	increase student ownership for learning (Spring 2020)	around reteaching to create greater focus (2020-21) -Move toward weekly goal setting and monitoring using Student Data Notebooks during intentional SEL time (Fall 2020)

Annual Assessment Plan

ASSESSMENT	GRADES	TYPE	FREQUENCY
Colorado Measures of Academic Success (CMAS) ELA & Math	3-5	Summative	Annual
GALILEO	3-5	Interim	Beginning, end of year, quarterly in between
I-Station Reading	1-5	Benchmark	Based on ReadAct Requirements
I-Ready Math	1-5	Benchmark	Quarterly
Developmental **Reading** Assessment® | Second Edition PLUS (DRA2+)	1-3	Diagnostic	Annual
S-CAP Learning Dispositions Survey	1-5	Formative	Annually
Curriculum-based Assessments	1-5	Formative	By Unit

Culture of Performance Strategies	**Progress to Date (year established)**	**Proposed Changes & Timeline**
Student Support Systems & Programs	-Implemented Capturing Kids Hearts (CKH - 2012, 2016, 2019), Positive Behavior Intervention & Supports (PBIS - 2011) and Restorative Justice (RJ -2013-14) -Clear school-wide behavior	-Engage staff to articulate and implement school culture non-negotiables (2020-2021) -Review and refine behavior response system and ensure consistent follow through by

	expectations established and reviewed annually -Bully Prevention Education Grant (BPEG) coach hired and advanced tier 1 training for teacher leaders (2019-20) -Staff have received training around trauma informed practices (Jan 2018) Teacher leaders participated in a webinar training about trauma informed practices (Dec 2019) -Applied for the K-5 Social-Emotional Health Pilot Program Grant in December 2019. If awarded, we will be able to hire two behavioral health professionals.	coaching and modeling behavior response (Spring 2020) -Refine and improve current practices (CKH, PBIS, MTSS/RtI) and how they fit into system (Spring 2020) -Implementation of Second Step Program for Bullying Prevention (2020-21) -Regularly communicate to parents and the community about current practices and how they support academic improvement (2020-2022) -Implement new curriculum & PD to provide students & adults with SEL skills and better equip teachers to respond to students impacted by trauma one day a week(Fall 2020-2021) -Implement daily SEL instruction (Fall 2021-2022)

Talent Management Strategies	**Progress to Date (year established)**	**Proposed Changes & Timeline**
Recruitment & Staffing	-Established partnership with Adams State and Boettcher Teacher Fellows Program for teacher licensure and alternative licensure (2016-17)	-Continue partnerships (2020-2022)
Professional Development	-Monthly staff meetings & PD focused on school goals (2017-18) -All teachers being trained in Lindamood Bell (2015) -Providing a career advancement trajectory for current teachers through coaching opportunities (2017-18) -Three teacher leaders that	-Articulate and implement scope & sequence of professional development that all new teachers will receive (depth & complexity, curriculum, CKH, non-negotiables of Instructional Way, SEL, etc.) (2020-2021) -Develop a comprehensive and intentional plan for instructional coaches to support new teachers (2021-2022)

	participated in TLP earned graduate certificates in Turnaround Leadership from CSU Global (2017-2019)	-Develop school-wide Engagement Strategies by reviewing current strategies embedded in curricula resources and providing training and support. (2020-2021).
Evaluation, Retention, Incentives & Compensation	-Innovation in place around starting salaries with a three year average for 1st year teachers (2018-19) -Incentives in place for 25 years of service in the district with a longevity bonus. -Using the PERA 140 strategy since it was passed by the state.	-Continue innovation, incentive and PERA 140 strategy (2020-2022)

Management Partner Scope of Services

To facilitate and support the turnaround process, GSN as management partner will provide the following services:

- Continued support in prioritizing goals and key action steps to keep the work focused.
- Ongoing professional development for school leadership and coaches as well as teachers regarding best instructional practices and turnaround strategies.
- Ongoing use of data to drive instruction for student grouping and to inform instructional practices.
- Coaching cycles to support teacher growth.
- Support in curriculum selection, pacing, implementation, and delivery.
- Retaining high quality staff and recruiting new staff.
- Continuing the focus on school climate through intentional integration and alignment of programming (Capturing Kids Hearts, Positive Behavior Intervention & Supports, Multi-tiered Systems of Support/Response to Intervention, Second Step and Advocacy/Social/Emotional Learning) and behavior response.
- Fidelity of implementation to chosen academic systems, culture of performance and talent management programs, practices and systems.

Decision-Making Authority

Decision-making related to implementation of the scope of services described in the pathway plan will be shared between the Monte Vista School District leadership and Generation Schools staff. However, should there be disagreement around any specific issue, the recommendation of the management partner will be implemented.

Service Delivery Schedule

Management Service	Stakeholders	Frequency & Delivery Method	Root Problems Addressed
Quarterly meeting to review progress against plan	Superintendent, Principal & GSN	1 day/quarter in person	Evaluate & focus initiatives to ensure alignment with school and district goals and priorities
Quarterly Data Review w/ Building Leadership Team (BLT)	Superintendent, Principal, GSN, MV Instructional Coaches, Teachers	4-5 days/year in person. End of year data review will be extended and include updating and modification of action steps and plan for the following school year.	-Lack of systemic assessment practices that utilize data from formative assessments to direct and change instructional plans and practice -The need for collaboratively defined, agreed upon & communicate high expectations for all teachers, staff and students -Protect & focus collaboration time across and within grades, including SPED and other specialists
Observations, Professional Development & Coaching of principal, instructional coaches and teachers	Principal, GSN, MV Instructional Coaches, Teachers	2-4 days/month between August and June each year in person with additional virtual support as needed	-Lack of vertical & horizontal articulation of curriculum -Widespread inconsistency in planning for & delivery of standards based, research informed best first instruction -Staff has not had sufficient training or coaching to differentiate & personalize learning to ensure the success of all students

			-The need to conduct frequent observations to ensure effective instruction is occurring schoolwide with consistency & constancy

Summary of Time Commitment by Management Partner

- Year 1: 2019-2020 School Year (January - June 2020)

WORK DELIVERY SCHEDULE	DATES	TOTAL COST/DAYS
Planning, data/situation analysis, drafting and approval of Pathways Plan	Jan/Feb. 2020	$5,500 (5.5 Days)
Quarterly Data Review w/ Building Leadership Team (BLT) with updates provided to CDE. End of year data review will be extended as needed and include updating and modification of action steps and plan for the following school year.	March + June 2020	$4,600 (4 Equiv. Days)
Quarterly meeting to review progress against plan	March + June 2020	$3,200 (2 Equiv. Days)
Observations, Professional Development & Coaching supports of principal, instructional coaches and teachers to achieve proposed changes	March - June 2020	$23,700 (15 Equiv. Days)
Total		$37,000 (26.5 Equiv. Days)

- Year 2: 2020-2021 School Year (August 2020 - June 2021)

WORK DELIVERY SCHEDULE	DATES	TOTAL DAYS
Quarterly Data Review w/ Building Leadership Team (BLT)	Oct. 2020 Jan., March. & May 2021	$9,200 (8 Equiv. Days)
Quarterly meeting to review progress against plan with updates provided to CDE. End of year data review will be extended as needed and include updating and modification of action steps and plan for	Oct. 2020 Jan., March. & May 2021	$6,400 (4 Equiv. Days)

the following school year.		
Observations, Professional Development & Coaching supports of principal, instructional coaches and teachers to achieve proposed changes	Aug. 2020 - June 2021	$46,400 (29 Equiv. Days)
Total		$62,000 (41 Equiv. Days)

- Year 3: 2021-2022 School Year (August 2021-June 2022)

WORK DELIVERY SCHEDULE	DATES	TOTAL DAYS
Quarterly Data Review w/ Building Leadership Team (BLT) with updates provided to CDE. End of year data review will be extended as needed and include updating and modification of action steps and plan for the following school year.	Oct. 2021 Jan., March. & May 2022	$9,200 (8 Equiv. Days)
Quarterly meeting to review progress against plan	Oct. 2021 Jan., March. & May 2022	$6,400 (4 Equiv. Days)
Observations, Professional Development & Coaching supports of principal, instructional coaches and teachers to achieve proposed changes including SIOP and SEL support.	Aug. 2021 - June 2022	$46,400 (29 Equiv. Days)
Total		$62,000 (41 Equiv. Days)

Visual Implementation Timeline

Year 1: January 2020 – June 2020	January	February	March	April	May	June
Planning, data/situation analysis, drafting and approval of Pathways Plan (5.5 days)						
Quarterly data review with Building Leadership Team (4 days)						
Quarterly meeting to review progress against plan (2 days)						
Observations, Professional Development & Coaching supports of principal, instructional coaches and teachers to achieve proposed changes (15 days)						

Year 2: August 2020 – June 2021	August	September	October	November	December	January	February	March	April	May	June
Quarterly data review with Building Leadership Team (8 days)											
Quarterly meeting to review progress against plan (4 days)											
Observations, PD & Coaching supports of principal, instructional coaches and teachers to achieve changes (29 days)											

Year 3: August 2021 – June 2022	August	September	October	November	December	January	February	March	April	May	June
Quarterly data review with Building Leadership Team (8 days)											
Quarterly meeting to review progress against plan (4 days)											
Observations, PD & Coaching supports of principal, instructional coaches and teachers to achieve changes including SIOP and SEL support (29 days)											

Appendix I - Generation Schools School Improvement Track Record

Track Record of Improved Student and School Outcomes

Aguilar RE-6 School District

To date, GSN has supported the following interventions in Aguilar School District:

- Expelled & At-risk Student Services Grant via SC BOCES (2015-2019)
- Diagnostic Review/Unified Improvement Planning (2016-2017)
- Turnaround Leadership Program (2016-2018)
- Pathways Planning Grant (2017)
- Pathways Implementation Grant (2017-2018, 2018-2019, 2019-2020)
- Connect for Success Grant (2017 – 2020)
- 21st Century Grants (7/1/2018 – 6/30/2021)
- CREC SEL Expansion Grant (2018-2020)
- Principal Induction Program with South Central BOCES (2018-2019)

As part of the Pathways implementation, GSN supported the district in determining the following improvement strategies and has helped to facilitate implementation:

- Improvement Strategy #1: Develop and implement a unified and standards-aligned curriculum that includes common tools, resources and strategies to support all learners.
- Improvement Strategy #2: Implement a Data-Driven Instructional model that allows all teachers in grades K-12 to use Formative Instructional Practices to collect benchmark and formative assessment data to improve both instruction and student performance.
- Improvement Strategy #3: Create a positive culture of performance through the implementation of a prevention-based Multi-tiered Systems of Support (MTSS) framework for team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering. This includes the development of a layered continuum of evidence-based practices based on the 5 essential components: Team driven shared leadership; data-based problem solving for decision making; family, school and community partnerships; layered continuum of supports; and evidence-based practices.

To date, Aguilar School District has seen dramatic improvements with DIBELS: Winter 2018-19 met 71% Benchmark K-3. Over the past 5 years the District's DPF has improved from 25/100 points (Turnaround) to 49.9/100 earned points (Accredited with Improvement Plan).

- 2015: 25/100 "Turnaround"
- 2016: 37.3/100 "Priority Improvement"
- 2017: 36.1/100 "Priority Improvement"
- 2018: 41.3/100 "Priority Improvement"
- 2019: 49.9/100 "Accredited with Improvement Plan"

Bennett 29J School District

GSN's work at Bennett began in October of 2015 with the Diagnostic Review at Bennett Elementary School (BES). The diagnostic review process assisted in creating an environment geared toward continuous improvement. BES was able to use the findings from their Diagnostic Review report to create and prioritize action steps to improve their work in the two strands identified in the state framework as critical for improvement: Teaching for Learning and Organizing for Results. In February of 2016, GSN began providing coaching support after helping the district to secure the Connect for Success Grant. The work included the continued review/redesign of work around the use of Time, Talent, and Resources, support for consistent high-quality delivery of academic content, data cycles, support for implementation of their Unified Improvement Plan and improvements in school culture. As a result, BES moved from "Priority Improvement" to "Performance" in 2016 and has been at a performance level the last two years:

- 2015: 31.3/100 "Priority Improvement"
- 2016: 49.3/100 "Improvement"
- 2017: 54.6/100 "Improvement"
- 2018: 59.6/100 "Performance"

GSN continues it work with Bennett Elementary through a district-led grant focused on improving services to students with individualized education plans while the high school has become a part of the Turnaround Leadership Program.

Huerfano RE-1 School District

To date, GSN has supported the following interventions in Huerfano School District:

- Diagnostic Review/Unified Improvement Planning (2015-2016)
- Turnaround Leadership Program (2016-2018)
- Pathways Planning Grant (2017)
- Pathways Implementation Grant (2017-2018, 2018-2019, 2019-2020)
- CREC SEL Expansion Grant (2018-2020)

As part of the Pathways implementation, GSN has supported the district in determining the following improvement strategies and has helped to facilitate implementation:

- Improvement Strategy #1: Recruit and retain quality teachers, develop strong mentors and staff leadership through mentoring and induction programs and provide targeted, differentiated professional development opportunities.
- Improvement Strategy #2: Implement high quality, research-based curriculum with fidelity, provide dedicated, structured literacy instruction time within the schedule, ensure teachers utilize standardized lesson planning that target identified State standards, provide feedback and instructional coaching for all staff, and analyze data to inform instructional decision-making for students through the use of consistent data-driven protocols and meeting times.
- Improvement Strategy #3: Restructure professional development calendar to allow embedded, on-going professional development on high-needs topic areas for core instruction including CKLA, Engage NY, Bullying and Classroom Management,Formative Instructional Practices, and Data Driven Instruction.
- Improvement Strategy #4: Improve overall school culture for families, staff and community by utilizing clear, positive messaging, increasing parent engagement opportunities focused on relevant topics and involve staff in developing operational principles and working agreements for shared decision-making.

During four years of GSN's continued support, Huerfano moved from Priority Improvement to Improvement, maintaining the improvement rating for the past three years:

- 2015: 42.4/100 "Priority Improvement"

- 2016: 40.7/100 “Improvement”
- 2017: 53.4/100 “Improvement”
- 2018: 52.7/100 “Improvement”

Additionally, between the 2016-2017/2017-2018 school years, no administrators left, and only one was added, improving administration turnover and stability.

Additional Turnaround Work

GSN’s Turnaround Leadership Program was developed in partnership with Battelle for Kids (http://www.battelleforkids.org/) and Colorado State University’s - Global Campus (https://csuglobal.edu/). This 2.3-year program serves to identify, prioritize, and address the most significant pain points in struggling schools contributing to lack of school performance. Through the program, school- or district-based teams (3-6 leaders per team including the principal as well as the superintendent in small districts) engage in a journey to grow their individual and collective leadership skills and drive productive change.

The format provides a ready-made opportunity for district-based personnel who are supporting program turnaround to come alongside the assigned school-based teams in a guided process driven by experienced turnaround coaches. Program participants receive a powerful combination of supports to help their schools identify challenges, set goals, monitor progress, and drive results in closing achievement, opportunity and aspiration gaps for students. In the program, members of the School Leadership Team participate in the following courses aligned to WestEd’s Four Domains for Rapid School

Turnaround and the Colorado Principal Standards:

- Strategic Turnaround Leadership
- Instructional Turnaround Leadership
- School Culture and Equity
- Managerial Turnaround Leadership

Upon successful completion of the program, the leaders have not only done the work to turn their school around and place it on a positive trajectory but will have also built their own capacity and earned a Graduate Certificate in Turnaround Leadership, credits toward a master’s degree and 4 courses completed that matriculate into the CSU-Global principal licensure program. Participating leaders receive virtual and on-site coaching monthly allowing the coach to help monitor and support progress at the school. Leaders also participate in summer retreat experiences with their colleagues to assess progress, build skills and calibrate plans for the upcoming school year.

In Summer 2019, GSN launched its fourth cohort of Turnaround Leadership, having served (cohorts 1, 2) or currently serving (cohorts 3, 4) the following districts:

- Cohort 1: Schools from Aguilar, Huerfano & Ignacio School Districts
- Cohort 2: Schools from Bennett & Monte Vista School Districts
- Cohort 3: Schools from Falcon 49 & East Otero School Districts
- Cohort 4: Hayden, Denver Public Schools & Trinidad School Districts

The work has seen schools move out of “Turnaround” and “Priority Improvement” to “Performance” and has helped the state to develop a leadership pipeline as 29 participants across the 4 cohorts have earned or are expected to earn graduate certificates in Turnaround Leadership, and 5 participants have matriculated into the principal licensure program at CSU-Global.

Participants in the last cohort of schools and districts indicated through survey data that:

- 67% saw improvement in social/emotional learning support
- 75% saw a positive impact on collaborative culture
- 83% saw improvement in quality of professional development
- 92% saw improvement in instructional practice
- 100% of schools saw CMAS results improve.

Appendix II - Generation Schools Network Staff Team

Kirk Banghart – Vice President & Chief Facilitator - Colorado Rural Education Collaborative (CREC)

Kirk brings a wealth of experience to GSN through his extensive background in rural education. Over more than 20 years in rural education, Kirk served as a certified superintendent, assistant superintendent, principal, teacher and coach. He is a trained auditor in the Phi Delta Kappa Curriculum program, which ensures curricular alignment at all levels of schools, and has led two “National Title I School of Distinction” recipient schools. In addition, Kirk has ensured the high success rate of schools around him by planning and facilitating a 14-district inclusive Professional Learning Community focused on modernizing curriculum and assessment. As Chief Facilitator of the CREC, Kirk serves as voice and architect of the state-wide multi-district effort that is innovating to solve rural Colorado's most pressing rural education challenges with the goal of bringing prosperity and opportunity to rural students, teachers and leaders.

Kate Fuller - Senior Director of School Support and Implementation

Kate has 30 years of elementary school experience, with the first twenty-two as a teacher and the final nine as principal. Kate has extensive experience as a reading coach and in staff development for Orton-Gillingham based program: The Spalding Method. In addition, she has worked in higher education for Fort Lewis College and Adams State University as a student teacher supervisor and adjunct professor leading various educational courses. During her time at GSN, she has facilitated the redesign of the Time, Talent and Resources at two elementary schools, completed multiple Diagnostic Reviews while training staff in Improvement Planning strategies. As a Turnaround Leadership Coach, she has found it rewarding to support a Turnaround School's transition into a successful school status. Coaching principals and presenting Social Emotional Learning workshops with onsite coaching are also fulfilling aspects of Kate's GSN work. Kate earned her BA in Early Childhood Education from the University of Cincinnati, MA in Educational Leadership from Adams State University and originally came to Colorado to serve as a missionary on the Ute Reservation.

Dr. Lisa Leith – Chief of Field Services

Prior to joining GSN, Lisa was a Senior Consultant for the Colorado Department of Education and Vice President of Educator Effectiveness for the School Improvement Network. She is the author of the E-Book *Pathways to Common Core Success* and the chief architect of the SINET Teacher Effectiveness Framework. Lisa also led the District School Improvement and Quality Assurance process as Director of Accountability and Accreditation for Thompson School District in Loveland, Colorado. Dr. Leith was a national coach for the Alternative High School Initiative (AHSI), supporting 10 innovative educational organizations in all aspects of educational and organizational development. Lisa also served for 7 years with The National Association of Street Schools, first as Principal of the Denver Street School and then as Vice President of School Development for a nation-wide network of more than 50 alternative schools. At GSN, Lisa oversees and drives instructional excellence, inclusive climate, and transformational school improvement.