

# School Improvement Plan

District: Fremont #38

School: Arapahoe Schools (K-12)

Principals: Sharon Tietema, Elberta Monroe, Katie Law

Starting with the 2019-20 academic year, Ed Direction and Fremont #38 School District have established a partnership to systematically implement key school improvement features as defined by meta-analysis research. Ed Direction and Fremont #38 School District will focus on improving student performance in literacy and math by applying strategies to build focused and coherent leadership, intentional teaching, collaboration, and an inclusive culture.

	Identification Year 2018-19	Year 1 Goal 2019-20		Year 2 Goal 2020-21		Year 3 Goal 2021-22	
		Actual	Actual	GOAL	Actual	GOAL	Actual
ELA	% Proficient	13.4%		27%		41%	
Math	% Proficient	7.2%		22%		37%	

School Improvement Area	Initial Findings	Year 1 Goal	Year 2 Goal	Year 3 Goal
 Focused and Coherent Leadership	Exploring	Early or Customizing	Customizing or Comprehensive	
 Intentional Teaching	Exploring	Early or Customizing	Customizing or Comprehensive	
 Collaboration	Exploring	Early or Customizing	Customizing or Comprehensive	
 Inclusive Culture	Exploring	Early or Customizing	Customizing or Comprehensive	

Stage 0: Exploring	Stage 1: Early	Stage 2: Customizing	Stage 3: Comprehensive	Stage 4: Sustaining
<ul style="list-style-type: none"> <li>•Review available data and prioritize needed change</li> <li>•Communicate why the change is needed</li> <li>•Determine a plan of action</li> <li>•Assess the readiness of implementers (school staff)</li> </ul>	<ul style="list-style-type: none"> <li>•Start small (go slow to go fast)</li> <li>•Collect data about how implementation is working to inform next steps</li> <li>•Develop the expertise and confidence of implementers</li> </ul>	<ul style="list-style-type: none"> <li>•Adjust based on what was learned through Early implementation</li> <li>•Provide implementers with coaching</li> <li>•Measure the impact of efforts</li> </ul>	<ul style="list-style-type: none"> <li>•Move from implementing isolated components into connecting each step together</li> <li>•Support new ways of working by adjusting routines</li> <li>•Continue to provide implementers with coaching</li> </ul>	<ul style="list-style-type: none"> <li>•Implementation is consistently happening in most settings</li> <li>•Monitor impact on student learning</li> <li>•Continue making adjustments to support</li> </ul>

		<ul style="list-style-type: none"> <li>• Plan for next stage when implementation goes to scale</li> </ul>	<ul style="list-style-type: none"> <li>• Fully leverage supports from leadership team and colleagues</li> </ul>	lasting implementation and ongoing impact
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Principal Commitment: *My signature indicates that this plan provides focus and urgency to move the turnaround initiative forward – and that the School Leadership Team participated in the development of the plan and support its direction. My signature also indicates a commitment to the articulated goals, address priorities, and monitor progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.*

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Elementary Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

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Middle School Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

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High School Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

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LEA Signature \_\_\_\_\_ Date \_\_\_\_\_

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# Implementation Plan: Priority Practices

**Context:** Following the initial appraisal by Ed Direction, district and school leaders conducted a Root Cause Analysis protocol to identify top areas of growth. After top areas of growth have been identified, Ed Direction worked with district and school leaders to establish official priority practices to narrow the focus for improvement.

Root Cause Analysis	
Top Growth Areas	Priority Practices
Our school system does not yet have a <b>common schoolwide plan</b>	Fremont #38 district leaders, school administration, and the District Teacher Team (DTT) will establish a systemwide plan that outlines the implementation of specific evidence-based practices, including Teacher Clarity, effective meeting practices, and common classroom management expectations.
Our school system does not yet have an <b>active teacher leadership team that supports and promotes a common schoolwide plan</b>	Fremont #38 district leaders and school administration will establish a teacher leadership team (District Teacher Team) that is focused on instruction and consistently measures implementation data (leading indicators) and student learning data (lagging indicators). Individual members of this team will support implementation of the systemwide plan by leading in their respective PLC teams and schools.
Our school system does not yet have <b>common expectations regarding effective instruction</b>	Establish effective instructional planning practices (leading to Teacher Clarity) and implement evidence-based instructional strategies to support the development of intentional teaching that is data-driven and highly effective.
Our school system does not yet have <b>common classroom management practices in place that create an optimal learning environment for students</b>	Develop a system of support for student behavior that is clear enough to be coherent across the district and applicable in each school, yet flexible enough to customize based upon the developmental level of students. System of support will crosscut classroom and non-classroom settings, including prominent posting of expectations, active teaching of behavioral skills, clear reinforcement strategies to provide students with feedback and a systematic approach to correcting behavioral errors and reteaching expectations.

## Priority Practice #1

**Priority Practice:** Fremont #38 district leaders, school administration, and the District Teacher Team (DTT) will establish a systemwide plan that outlines the implementation of specific evidence-based practices, including Teacher Clarity, effective meeting practices, and common classroom management expectations.

**Appraisal Domain:**

Focused & Coherent Leadership

**Implementation Stage:**

Exploring

**Yearly Goal(s) Affected:**

ELA and Math

**Baseline Root Cause Hypothesis:** *Why is this a priority practice? What is the root cause?*

During interviews and surveys, teachers expressed a desire to grow as professionals. However, teachers feel like the pendulum swings rapidly in Fremont #38, so they rarely get enough consistency with what they are learning and how everything connects. A common theme emerged that teachers need a clear plan for improvement that is robust enough to carry through multiple instructional iterations (e.g. units of study). A clear plan with proof points to assess progress and adjust as needed will develop not only the skills of individuals, but also the collective capacity of each school in the Fremont #38 system. Targets for this plan include:

1. Clear expectations across the system
2. High quality professional learning that is coherently organized to maximize alignment and consistency

**Desired Student Outcome(s):** All students will learn at higher levels as they attend schools where teachers are optimistic about the future and invested in learning and growing as professionals.

**Teacher Learning Outcomes:**

*What will teachers know and be able to do once they've implemented this priority practice?*

- Teachers will **understand** the rationale for coherent improvement plans across all schools
- Teachers will **know** the goals and strategies included in the systemwide improvement plan and their role in improvement efforts

**Measurement(s):** *How will the District Teacher Team measure progress of these teacher learning outcomes?*

- The DTT will create clear methods to communicate the need for coherence (evidence will be a product - e.g. email, newsletter, posted goals)
- The DTT will engage in conversations with their respective teams about the goals and how they relate to the work of the PLC teams; bringing ideas to the table each meeting

**Implementation Barrier(s):** *What anticipated barrier(s) may interfere with teachers implementing this priority practice? (i.e. knowledge, mindset, etc.)*

- Gaining coherence requires everyone favoring the good of the group over their own personal preferences, this can be hard
- All teachers and administrators will need to be open to learning the improvement plan, prioritized strategies, and willing to adjust based upon information gained from data reviews

**Addressing Barrier(s):** *What actions can the District Teacher Team take to address anticipated barrier(s) to effectively implement this priority practice?*

- DTT will actively solicit input and check for understanding with the members of their respective teams to ensure that voices are heard and connections are made
- DTT will over-communicate about the successes and challenges that they are facing as they implement the prioritized strategies

- Teachers will **set goals for professional learning** that align with the district plan.
- Teachers will **be able to describe** the key features of prioritized strategies and **start implementing with** their respective classrooms and teams.
- DTT will collect implementation data during PLC meetings (at least monthly) and systematically analyze the aggregated data during DTT meetings (at least monthly)
- DTT will share feedback, including that received from Ed Direction, with their respective schools and PLCs.
- Ed Direction will provide the DTT with feedback on the level of implementation of establishing an executing the schoolwide plan
- Members of the DTT will need to demonstrate confidence in the plan and that they are willing to make mistakes
- DTT will need to be vulnerable with one another and the school faculties as they model effective practices during weekly PLC meetings
- All members of the school staff will need a general understanding of the difference between implementation and student performance data
- DTT will honestly reflect at the end of each meeting on their role and how they are supporting the system-wide goals
- DTT will problem solve during their meetings to ensure that professional learning plans and efforts are dynamic and meeting the needs of all teachers

## Action Steps

Action Item	Owner	Resources	Deadline
Present appraisal findings report to the school staff	Ed Direction		October 3, 2019
Review Root Cause Analysis with School Leadership Team (DTT) to finalize School Improvement Plan	Ed Direction		November 4, 2019
Share plan and the rationale for goals with all (staff, students, parents, community, etc.)	Ed Direction & DTT		November 25, 2019
Create implementation plans for each school to collect implementation data and make adjustments as needed	Ed Direction & DTT		December 6, 2019
Collect implementation data during district and school meetings	Ed Direction & DTT		January 5

Share data starting with January DTT meeting	DTT		January 2020
Establish plan for formal progress monitoring reports to share learnings and provide feedback to teacher teams	Ed Direction & Fremont #38		January 30, 2020

## Priority Practice #2

**Priority Practice:** Fremont #38 district leaders and school administration will establish a teacher leadership team (District Teacher Team) that is focused on instruction and consistently measures implementation data (leading indicators) and student learning data (lagging indicators). Individual members of this team will support implementation of the systemwide plan by leading in their respective PLC teams and schools.

**Appraisal Domain:**

Focused & Coherent Leadership; Collaboration

**Implementation Stage:**  
Exploring

**Yearly Goal(s) Affected:**  
ELA and Math

**Baseline Root Cause Hypothesis:** *Why is this a priority practice? What is the root cause?*

The school system has been implementing Professional Learning Communities for some time. However, teachers and administrators report a lack of clear expectations and ways to measure the efficacy of meetings. In order to create a coherent system that is highly reliable, the District Teacher Team (DTT) was formed to lead out on the work of PLCs and ensure 2-way communication with each PLC. The DTT also gives a clear process for communication at all levels of the school system, thereby increasing the overall collective efficacy of teaching and learning efforts.

**Desired Student Outcome(s):** Students will receive more rigorous learning tasks and stronger scaffolding for their learning and growth on a daily basis, resulting in higher levels of learning and growth systemwide. The Arapahoe school system is interdependent, so it behoves each member of the team to align in a way that ensures consistency and support for all teachers.

<b>Teacher Learning Outcomes:</b> <i>What will teachers know and be able to do once they've implemented this priority practice?</i>	<b>Measurement(s):</b> <i>How will the District Teacher Team measure progress of these teacher learning outcomes?</i>	<b>Implementation Barrier(s):</b> <i>What anticipated barrier(s) may interfere with teachers implementing this priority practice? (i.e. knowledge, mindset, etc.)</i>	<b>Addressing Barrier(s):</b> <i>What actions can the District Teacher Team take to address anticipated barrier(s) to effectively implement this priority practice?</i>
<ul style="list-style-type: none"> <li>Teachers on the DTT will <b>understand</b> their role and how</li> </ul>	<ul style="list-style-type: none"> <li>The DTT will draft shared commitments to the work of the team and reflect on their</li> </ul>	<ul style="list-style-type: none"> <li>Getting everyone on the same page and willing to get a commitment from all members of</li> </ul>	<ul style="list-style-type: none"> <li>DTT will actively solicit input and check for understanding with the members of their respective</li> </ul>

<ul style="list-style-type: none"> <li>they contribute to the effectiveness of the district</li> <li>Teachers and administrators on the DTT will <b>be able to</b> facilitate implementation of effective meeting practices with their school-based teams</li> <li>Teachers will <b>understand</b> the purpose of PLCs and how to contribute to an effective PLC team</li> <li>Teachers will <b>be able to</b> explain what effective meetings are and are not, leading to future meaningful collaboration as they implement Teacher Clarity - planning instruction, delivering instruction, measuring the effectiveness of instruction, and making adjustments to future plans based upon data.</li> </ul>	<ul style="list-style-type: none"> <li>The DTT will collect implementation data from PLC meetings and analyze patterns to determine support</li> <li>DTT will seek lead learners (a.k.a. teams where PLCs are relatively strong) and learn from their work, including review short term student learning data, including student work, to gauge the effectiveness of PLCs</li> <li>Ed Direction will provide the DTT with feedback on the level of implementation of effective meeting practices and execution of the schoolwide plan</li> </ul>	<ul style="list-style-type: none"> <li>the District Teacher Team to model effective meeting practices.</li> <li>PLC schedules may not be consistent enough to allow teachers enough practice to become fluent with the expectations</li> <li>Fitting in quick professional learning opportunities to help teams learn how to measure the implementation of effective meeting practices may prove challenging</li> <li>DTT will need to be vulnerable with one another and the school faculties as they model effective practices during weekly PLC meetings</li> <li>All members of the school staff will need a general understanding of the difference between implementation and student performance data</li> </ul>	<ul style="list-style-type: none"> <li>teams to ensure that voices are heard and connections are made to gain commitment to the PLC expectations</li> <li>DTT will over-communicate about the successes and challenges that they are facing as they implement the prioritized strategies</li> <li>DTT will honestly reflect at the end of each meeting on their role and how they are supporting the system wide goals</li> <li>DTT members will lead their respective PLCs to honestly reflect at the end of each meeting and plan to support the system wide goals</li> <li>DTT will problem solve during their meetings to ensure that professional learning plans and efforts and dynamic and meeting the needs of all teachers</li> </ul>
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## Action Steps

Action Item	Owner	Resources	Deadline
Form team of teachers	Ed Direction, School Admin, District		November 1, 2019
Schedule kick-off meeting	Ed Direction, School Admin, District		November 1, 2019
DTT orientation/training	Ed Direction		November 4, 2019
Set bi-monthly meeting schedule	Ed Direction, School Admin, District		November 4, 2019
Set DTT meeting norms	DTT		November 18, 2019
Share meeting agenda and notes with all DTT members	Ed Direction, DTT		Every meeting
Develop shared commitments to learning as a team and being vulnerable with one another	Ed Direction and DTT		December 1, 2019

Produce clear expectations for all PLCs, in draft form	DTTMembers		December 1, 2019
Share effective meeting practices with DTT	Ed Direction		December 1, 2019
Share effective meeting practices with all PLCS	DTT members		December 15, 2019
Share draft of expectations for PLCs	DTT members		December 15, 2019
Collect implementation data to present in review as a DTT and eventually share in PLC meetings	DTT members		Monthly starting in November
Analyze implementation data in all DTT meetings	DTT		Monthly starting in November
Facilitate reflection on progress toward goals	Ed Direction and DTT		December 1, 2019
Share successes and opportunities for improvement with each PLC	DTT members		December 15, 2019
Share EdThrive Meeting tool with DTT and begin using for all DTT meetings	Ed Direction		December 16, 2019
DTT model use of EdThrive with PLC teams	DTT members		December 20, 2019
PLC teams use EdThrive tool for all PLC meetings	DTT, PLC teams		January 2020
Review grade level PLC meeting agendas and provide targeted feedback related to effective meeting practices	DTT		January 2020
Video record one PLC meeting and receive feedback from Ed direction	DTT, Ed Direction		January 2020

## Priority Practice #3

**Appraisal Domain:**

**Priority Practice:** Establish effective instructional planning practices (leading to Teacher Clarity) and implement evidence-based instructional strategies to support the development of intentional teaching that is data-driven and highly effective.

Intentional Teaching;  
Collaboration

**Implementation Stage:**  
Exploring

**Yearly Goal(s) Affected:**  
ELA and Math

**Baseline Root Cause Hypothesis:** *Why is this a priority practice? What is the root cause?*

During on-site interviews with Ed Direction, teachers reported that they believe there is value in analyzing student performance data to plan data-driven instruction. However, teachers also noted that they didn't feel confident that everyone was on the same page with data collection and use. This was further illustrated by classroom observations, where effective instructional practices were uneven across classrooms and generally inconsistent. The appraisal also found that learning tasks were below general rigor standards and unlikely to result in students learning at higher levels. The information from teachers and observations suggests there is a need to narrow the focus on proven instructional strategies, beginning with Teacher Clarity.

**Desired Student Outcome(s):** Through the implementation of collaborative instructional planning practices and evidence-based instructional strategies, students will have clear expectations explicitly communicated, resulting in increased student engagement and achievement.

**Teacher Learning Outcomes:**

*What will teachers know and be able to do once they've implemented this priority practice?*

- Teachers will **know** the rationale for evidence-based instructional strategies
- Teachers will be able to **communicate** why Teacher Clarity and selected strategies have been prioritized
- Teachers will **be able to** work in their PLC teams to analyze data make data-driven decisions
- Teachers will **be able to** plan future instruction using evidence-based instructional strategies

**Measurement(s):** *How will the District Teacher Team measure progress of these teacher learning outcomes?*

- DTT will define prioritized strategies and Teacher Clarity and share these definitions with all teachers (artifact/product)
- Teacher teams will start collecting and analyzing implementation data from PLC meetings regarding effective meeting practices (share data with DTT - product)
- Ed Direction and Administrators will conduct quick classroom observations and document use of evidence-based instructional strategies to identify needed areas of growth
- Ed Direction will provide the DTT with feedback on the level of

**Implementation Barrier(s):** *What anticipated barrier(s) may interfere with teachers implementing this priority practice? (i.e. knowledge, mindset, etc.)*

- Getting all DTT members committed to model effective meeting practices, including instructional planning, and evidence-based instructional strategies, and assist their PLC team with implementation
- A need for more knowledge/training on the implementation of evidence-based instructional strategies, specifically addressing examples of effective implementation
- Collective commitment from DTT to model planning and teaching evidence-based instructional strategies

**Addressing Barrier(s):** *What actions can the District Teacher Team take to address anticipated barrier(s) to effectively implement this priority practice?*

- DTT will actively solicit input from respective PLC team members to ensure that all voices are heard and connections are made to gain commitment to the PLC expectations
- PLC teams will over-communicate about the successes and challenges that they are facing as they implement strategies
- DTT will problem solve during meetings to ensure that coaching and professional learning meet the needs of all staff
- Implement effective meeting practices and model those practices in PLCs, especially regarding data analysis

- implementation of effective meeting practices and evidence-based instructional strategies
- General understanding of the difference between implementation and student performance data
  - All members of the school staff will need a general understanding of the difference between implementation and student performance data
  - Identify most impactful instructional strategies to use to increase student engagement

## Action Steps

Action Item	Owner	Resources	Deadline
Set teacher coaching schedule	Ed Direction		October 7, 2019
Set professional development schedule	Ed Direction		October 7, 2019
Set teacher observations schedule	Ed Direction		October 7, 2019
Confirm PLC meeting schedules	Ed Direction		October 7, 2019
Establish common lesson planning format	Ed Direction, School Administrators		October 7, 2019
Implement evidence-based instruction strategy (Teacher Clarity)	Ed Direction		October 18, 2019
Professional Learning: collective efficacy, effective teaming	Ed Direction		October 18, 2019
Set PLC team norms	PLC Teams		October 18, 2019
Implement effective meeting practices	PLC Teams		October 18, 2019
Conduct observations, measuring implementation of teacher clarity and effective teaming practices	Ed Direction, School Administrators		November 18, 2019
Submit lesson plans for feedback	Staff, Ed Direction		December 13, 2019
Student engagement observations	Ed Direction		December 13, 2019
Professional Learning: instructional planning (standards-based)	Ed Direction		January 2020
Locate and review state standards	Staff		January 2020
Identify priority standards in PLC teams	PLC Teams		January 2020

Build curriculum map with standards in PLC teams	PLC Teams		January 2020
Professional Learning: data analysis	Ed Direction		February 2020
Professional Learning: transparent teacher practices	Ed Direction		March 2020
Teachers video record instruction and submit for feedback	Staff, Ed Direction		March 2020

## Priority Practice #4

**Priority Practice:** Develop a system of support for student behavior that is clear enough to be coherent across the district and applicable in each school, yet flexible enough to customize based upon the developmental level of students. System of support will crosscut classroom and non-classroom settings, including prominent posting of expectations, active teaching of behavioral skills, clear reinforcement strategies to provide students with feedback and a systematic approach to correcting behavioral errors and reteaching expectations.

**Appraisal Domain:**  
Inclusive Culture

**Implementation Stage:**  
Exploring

**Yearly Goal(s) Affected:**  
ELA and Math

### Baseline Root Cause Hypothesis: Why is this a priority practice? What is the root cause?

Based from the initial appraisal, Observers noted a lack of orderly routines and arrangements in classrooms, with 30% of students classified as being off-task. School leaders and teachers have reported an absence of common expectations for student behavior, as well as a system used to create positive behavior. This has resulted in common student behavior that is not conducive to an effective learning environment.

**Desired Student Outcome(s):** By increasing predictability and consistency for students through the implementation of districtwide classroom management expectations, teachers and students can learn in an optimal learning environment, which can maximize student achievement

<b>Teacher Learning Outcomes:</b> <i>What will teachers know and be able to do once they've implemented this priority practice?</i>	<b>Measurement(s):</b> <i>How will the District Teacher Team measure progress of these teacher learning outcomes?</i>	<b>Implementation Barrier(s):</b> <i>What anticipated barrier(s) may interfere with teachers implementing this priority practice? (i.e. knowledge, mindset, etc.)</i>	<b>Addressing Barrier(s):</b> <i>What actions can the District Teacher Team take to address anticipated barrier(s) to effectively implement this priority practice?</i>
<p>● Teachers will <b>understand</b> that students need predictability and consistency to increase student engagement, and that can be done by implementing common</p>	<ul style="list-style-type: none"> <li>● Collect and analyze implementation data from PLC meetings regarding the level of implementation of common classroom management</li> </ul>	<ul style="list-style-type: none"> <li>● Getting all DTT members committed to model established schoolwide classroom management expectations, and assist their</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Identify most impactful classroom management expectations</li> <li>● Print and post districtwide expectations in every classroom</li> </ul>

<p>classroom management expectations</p> <ul style="list-style-type: none"> <li>Teachers will <b>be able to</b> establish common districtwide classroom management expectations to create an optimal learning environment for students</li> </ul>	<p>expectations to identify needed areas of growth</p> <ul style="list-style-type: none"> <li>Ed Direction will provide the DTT with feedback on the level of implementation of common classroom management expectations</li> </ul>	<p>PLC team with implementation</p> <ul style="list-style-type: none"> <li>General understanding of what behavior warrants administrative assistance</li> <li>General understanding of the difference between implementation and student performance data</li> </ul>	<ul style="list-style-type: none"> <li>DTT will actively solicit input from respective PLC team members to ensure that all voices are heard and connections are made to gain commitment to the PLC expectations</li> <li>PLC teams will over-communicate about the successes and challenges that they are facing as they implement schoolwide expectations</li> <li>DTT will problem solve during meetings to ensure that coaching and professional learning meet the needs of all staff</li> </ul>
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## Action Steps

Action item	Owner	Resources	Deadline
Professional Learning: classroom management expectations	Ed Direction		November 8, 2019
Staff brainstorm ideas for districtwide expectations	Staff		November 8, 2019
Set districtwide expectations at DTT meeting	Ed Direction, School Admin, DTT		November 18, 2019
Connect expectations to PBIS program	DTT		November 18, 2019
Print and post districtwide expectations in all classrooms	DTT		December 6, 2019
Classroom Observations: observe implementation of classroom expectations	Ed Direction, School Admin		December 20, 2019