MONTE VISTA SCHOOL DISTRICT

Inspiring the Pursuit of Excellence, *One Student at a Time!*

Root Causes of School Underperformance and **Performance Challenges** 2018-19 School Year

Monte Vista School District's mission is to inspire the pursuit of excellence, one student at a time. Our Vision is to achieve educational excellence by preparing students, parents, staff and community members for the future. 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 aided 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. Information in this plan was presented to and reviewed by staff, students, community members, Building and District level accountability committees, and the school board.

We have had a few external partners over the past two years we have worked with. The S-CAP Support System Reviews (2017-19), Connect for Success site review (April 2017), and monthly observations through the Turnaround Leadership Program indicate the following items to be the root causes of the majority of our schools' academic underperformance.

- Lack of an effective system of teacher collaboration that would allow vertical and horizontal articulation of curriculum and sharing of data about student achievement and best instructional practice. In 2017-18 the district aligned the Math curriculum, in 18-19 the Science curriculum, and plan to do ELA in 19-20 and Social Studies in 20-21.
- Lack of systemic assessment practices that utilize data from formative assessment to direct and change instructional plans and practice. This was 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. This will continue in the future years and continue to be refined in order to maximize its impact.

- Staff has not had sufficient training and/or coaching to differentiate and personalize learning to ensure success of all students. Our new master schedule put into place in 2017-18 help us have the time to differentiate for small groups of students during math and reading intervention times. We added a math intervention resource and professional development 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.
- 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.
- The need to conduct frequent observations to ensure effective instruction is occurring schoolwide with consistency and constancy. Provide 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.
- 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.
- 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.