



# Montezuma-Cortez RE-1 Manaugh Elementary

Redesign Overview and Management Pathway Info  
2017-2018



# Manaugh Redesign Plan Overview - Priorities

Manaugh began implementing a whole-school redesign plan in 2017-18 to address core academic performance and behavioral performance challenges. The Principal and Assistant Principal completed the RELAY leadership program to improve their instructional leadership and ability to lead this redesign work.

| Core Element                     | Key Pillars<br>(bold italics are 17-18 priorities)   |
|----------------------------------|--|
| Positive Learning Environment    | <ul style="list-style-type: none"><li>• <b><i>Living our PRIDE values</i></b></li><li>• <b><i>School-wide expectations</i></b></li><li>• Creating a sense of community</li></ul>   |
| Academic Excellence              | <ul style="list-style-type: none"><li>• <b><i>Data driven, standards based, rigorous core classroom instruction</i></b></li><li>• Integrate literacy across the curriculum and day</li><li>• Engaging specials that support core learning standards</li><li>• Intentionally designed interventions for “catch up” and “acceleration”</li></ul> |
| Educator Development and Support | <ul style="list-style-type: none"><li>• <b><i>Provide ongoing professional development aligned to redesign plan</i></b></li><li>• <b><i>Provide weekly observation and coaching to teachers</i></b></li><li>• Teacher leadership and collaboration</li><li>• Celebrate and support educators</li></ul>   |
| Operational Excellence           | <ul style="list-style-type: none"><li>• <b><i>Maximize instructional time including a common schedule and extended instructional year</i></b></li><li>• Address attendance and truancy</li><li>• <b><i>Create an operational system that supports and prioritizes the educational program</i></b></li></ul>                                    |



# Need for a Management Partner

## The District Board selected the Management Pathway based on the following analysis and considerations

- ☐ District and school analysis of pathways options found that the Management Pathways approach best positioned the school to ***address the root causes identified in the school's Unified Improvement Plans*** and was most likely to lead to improvement.
- ☐ Analysis of Management Pathway determined that this approach ***dramatically deepens existing turnaround work at Manaugh*** through the addition of significantly more rigorous oversight, accountability, and support from the University of Virginia and RELAY.
- ☐ ***Recommendations from the State Review Panel*** that the district pursue an External Management Pathway and continue partnership with the University of Virginia as that External Management partner.
- ☐ Analysis of other Pathways determined they were not feasible at this time



# Why University of Virginia? Evidence of Impact

## Proven National Results

*Doyle, Daniela and Boast, Lyria. 2010. "2010 Annual Report: The University of Virginia School Turnaround Specialist Program". University of Virginia. Public Impact.*

- Findings:
  - 75% of participating districts (and schools) closed the proficiency gap with top state performers
  - Schools across all cohorts made 3-pt. or larger gains on average than comparable schools
  - 62% of Cohort 4 and 5 schools made AYP, compared to 26% before entering program
  - Across the 57 schools in Cohorts 1-5 who completed the two-year program, school reading proficiency increased an average of 33% and school mathematics proficiency increased an average of 37%.

## Proven Local Results

Montezuma-Cortez RE-1 Enrolled Kemper, Manahigh, and Mesa in the UVA Turnaround Program in 2014-15, CMS and MCHS enrolled in 2017-18

Key accomplishments from partnership to date

- Implementation of evidence based turnaround strategies through short-cycle "90 day" improvement plans
- Adoption of standards-aligned core curriculum and development of data driven instructional capacity (e.g. interims, data teams)
- **District improved from Priority Improvement to Improvement after 7 years, Kemper improved from Turnaround Year 5 to Performance and Mesa improved from Turnaround to Priority Improvement (1.2% from Improvement)**



# Overview of UVA Partnership for Accountability

## Management Partners

- **UVA** - Primary external management partner – responsible for overall oversight and accountability
- **RELAY** – Secondary support partner – responsible for deep bi-weekly instructional coaching for principal and AP as directed by UVA and District to implement Pathways Plan

## Scope of work for 2 year contract with UVA and RELAY

- **Provide oversight and accountability to school leadership for effective implementation of all key aspects of the Manaugh Pathways proposal**
  - ✓ UVA and RELAY - Monthly monitoring of implementation of Manaugh Pathways plan (milestones and available academic data)
  - ✓ RELAY - Bi-weekly intensive instructional coaching to school leadership
  - ✓ UVA and RELAY - Quarterly site visits with Manaugh and district leadership to assess Manaugh's progress toward established UVA turnaround indicators
  - ✓ UVA - Semi-annual written reports to CDE and District Board
  - ✓ UVA - Annual reports to the State Board of Education
- **Annual review and right to terminate** the contract shall be reviewed by both parties annually and may be terminated by either party for lack of performance as described in the contract



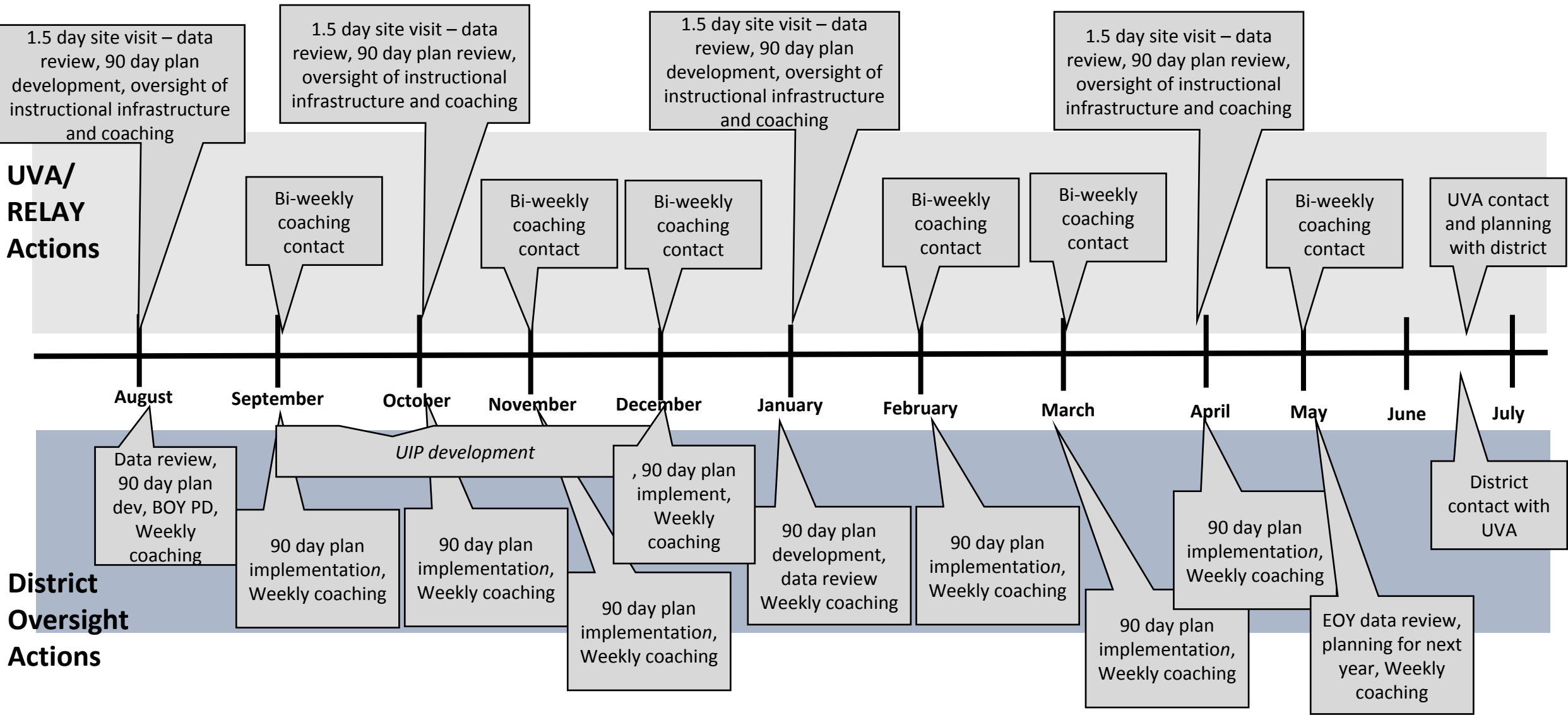


# Deepening Accountability for Manaugh

## What will be Different?

| Component                                 | Current/Previous UVA contract  | Proposed UVA contractual relationship  |
|---|--|--|
| Accountability                            | Semi-annual review of implementation and data<br>Annual reports to CDE                   | -Monthly review of implementation and impact data<br>-Semi-annual reports to CDE<br>-Annual reports to State Board   |
| On-site support                           | Two site visits per year   | Four site visits per year (UVA and RELAY)  |
| District capacity building                | Site visits and review of Pathways implementation  | Bi-weekly coaching and implementation accountability and oversight with district Shepherd and leadership (includes coaching from RELAY)  |
| Frequency of contact                      | Two site visits per year<br>Two to four coaching calls per year with district leadership | -Four site visits per year (UVA and RELAY)<br>-Bi-weekly coaching and oversight with school and district leadership (includes coaching from RELAY)   |
| Data review and progress monitoring       | Semi-annual review of data and implementation of Pathways plan                           | Monthly review of data and implementation of <u>Manaugh</u> Pathways plan (UVA and RELAY)  |
| Review/oversight to instructional program | Focused on review of 90 day plan development and implementation                          | -Site visits with comprehensive assessment and accountability and support for the schools instructional infrastructure using the UVA turnaround rubric (UVA and RELAY)<br>-Coaching and review of videos, lesson plans, observation and feedback cycles to determine whether core content is being delivered at grade level rigor and ensure instructional supports are provided to teachers to ensure this occurs (RELAY) |
| Review/oversight to talent management     | Prior BEI support with principal hiring  | -BEI interviews for <u>Manaugh</u> principal and Assistant Principal (UVA)<br>-UVA to support district in leader selection (if applicable), evaluation and coaching  |

# Overview of Manaugh Pathways Oversight Timeline





# Manaugh Pathways Plan Goals and Performance Targets

| Goal category                   | 2018-19 targets   | 2019-20 targets   |
|---------------------------------|---|---|
| Achievement in reading and math | Increase percentage of students meeting or exceeding grade level in reading and math on CMAS to 15% | Increase percentage of students meeting or exceeding grade level in reading and math on CMAS to 23% |
| Growth in reading and math      | Attain a MGP of at least 50 in reading and math on CMAS   | Attain an MGP of at least 50 on reading and math on CMAS  |
| Early literacy                  | Increase DIBELS composite score to 60% proficient or above by the end of the year in grades K-2     | Increase DIBELS composite score to 75% proficient or above by the end of the year in grades K-2     |