

## Montezuma-Cortez RE-1 – 2016-17 UIP Snapshot

### Priority Data Trends

*In K-8 achievement remains low in math and ELA and we have not demonstrated sufficient growth to ensure students are “catching up”. HS was severely impacted by opt-out but shows promising trends at MCHS in ACT and graduation. Persistent “gaps” remain for our Native American students in K-12.*

- **PARCC Growth** – District MGP is 38 in ELA and 37 in math -no school demonstrated growth above a 50 MGP (except Kemper ELA)
- **PARCC Achievement** – elementary 21% met or exceeded in ELA and 16% met or exceeded in math, **MS** - 15% met or exceeded in ELA and 10% met or exceeded in math, HS opt-out data
- **Post-secondary readiness** – drop-out rate is 8.2% and 4-year graduation rate is 67.5% both of which “do not meet”
- **Gaps** – minority and FRL students consistently lag behind non-minority and non-FRL peers in growth and achievement at every grade level (except HS ELA growth), drop-out rate for Native American students is 11.3%

### Root Causes

#### **Inconsistencies in Tier I instruction**

- **Math:** Gaps in professional knowledge and skills to support deep implementation of new math standards and practices in K-8
- **Literacy:** Inconsistent standards-level rigor in Tier I instruction in literacy K-8
- **DDI:** Inconsistent implementation of DDI practices across grades and schools

#### **Culture and climate**

- **Culturally relevant strategies:** Need for additional culturally relevant strategies for engaging and supporting minority and FRL students
- **Community engagement and culture of performance:** Community’s engagement is inconsistent and does not always support a strong culture of academic performance and high expectations

#### **District systems and structures**

- **Time:** Shorter school year and fewer student contact days and hours than average Colorado districts
- **Talent:** High levels of teacher turnover have hampered deep implementation of DDI and core curriculum programs
- **Strategic plan:** District does not have updated strategic plan with clear, public performance targets and strategies aligned to mission, vision and values

### Priority Improvement Strategies

#### Build Board and District Capacity to Lead Sustainable Change

- Board training on turnaround (Center for School Turnaround)
- Board-led strategic planning (mission, vision, goals, and strategies for 3-yr plan)
- District leadership capacity building with central office staff (UVA, site visits to other high performing districts)

#### Deepen Community Engagement and Partnerships to Drive Achievement

- Collaboration with Collective Impact Consortium to develop 5-year county plan for “Cradle to Career” goals, resources, and services
- Create communication and community engagement plan to deepen community engagement with academic achievement of our schools and students
- Deepen partnership with the Tribe through identification of shared goals (IPP)

#### Implement Dynamic Talent Management Strategy

- Expand recruiting strategies and avenues (Boettcher, Rural Teacher Outreach, Fort Lewis partnerships, Teacher-Match for national recruiting, BOCES/CEI)
- Teacher leadership, strategic staffing models, and leadership pipeline initiatives
- Retention strategies and “Teach in Cortez teacher value proposition”

#### Provide Differentiated Support to Schools to Implement School-Specific Plan to Deepen

#### Capacity to Implement “Big Rocks”

- Deepen use of school-specific 90 day plans to drive school improvement efforts
- Conduct site visits to high-performing schools
- Deepen observation, feedback, and coaching support to teachers to improve Tier I instruction in ELA and Math
- Implement strategies to increase student engagement in learning
- Enhanced support for Principals through RELAY, UVA, District Shepherd, and enhance administrative PLCs
- Implement aligned PSR strategies to improve drop-out and graduation across district (CMS, MCHS, and SWOS)
- Pilot strategic staffing models (e.g. flooding, departmentalization)

### Goals and Expected Outcomes

**Early Learning** – Increase % of K-2 students who are scoring at or above “benchmark” on DIBELS

**Reading/READ Act** – decrease % far below in K-3 by 15% and increase % proficient by 10% by 3<sup>rd</sup> grade

**Math** – decrease % “red” by 5% in 3-8, increase % proficient by 5% in 5<sup>th</sup> grade and 8<sup>th</sup> grade (key transition years)

**Growth** – minimum of 50 MGP in every subject, every grade

**Equity goals** – close achievement gap in 3<sup>rd</sup> grade reading by 5%, close achievement gap in 5<sup>th</sup> and 8<sup>th</sup> grade math by 5%, increase minority participation in AP courses/concurrent enrollment by 10%, decrease Native American drop-out rate to 8% and increase graduation rate to 60%

**Drop –out** - decrease drop-out rate to 5% for district

**Graduation** - increase graduation rate to 80% for district

**Increase PARCC participation in MS by 10% and in HS by 25%**