Year 5 Accountability Clock
Pathway Hearing

Martinez Elementary School (6774)
Greeley-Evans School District 6 (3120)

February, 2018
Overview

This plan shares a consistent need to pursue the innovation pathway for Martinez Elementary School in Greeley, Colorado. The school and district began their analysis of potential pathways through a CDE pathways grant in spring of 2016. After discussing options and involving the Martinez Community in this process, it was a unanimous vote in October 2016 to pursue Innovation Status.

The trends in the School Performance Framework (SPF), CMAS data, and internal data are showing an upward trend since 2015, indicating that this work is moving the school in the correct direction, achieving a score on the 2017 SPF of 41.3%, just seven tenths away from improvement status.

The current focus and work began in 2015 with a diagnostic review which drove the work of the UIP in 2015. A new superintendent started in the fall of 2015, empowering principals to take leadership in new ways. The creation of the innovation plan during the 2016-17 school year allowed for 100% of the staff to have buy-in to the plan’s development and implementation in the fall of 2017.

The direction of pursuing innovation status was then affirmed by the State Review Panel, the external agency that is required by law to visit the school and make a recommendation to the state BOE. They completed their recommendation on April 24, 2017, and stated that “The State Review Panel recommends Innovation Status for Martinez Elementary School, based on an analysis.”

Background

**Brief description of school**

**Demographics:** Martinez Elementary is a PK-5 school with approximately 520 students in Greeley, Colorado. It serves a population of students who are:
- 97% free or reduced lunch;
- 89% Hispanic; 6% white; 2% Asian, and 3% black;
- 71% second language learners,
- 94% minority,
- 12% identified SPED, mostly with needs in speech and language.

The average daily attendance is currently 95.05%. In August of 2017, the school received Colorado Preschool Program (CPP) funding for 4 sections of preschool with 16 students in each. Additionally, there is a Head Start program on campus.
**Staff Quality, Recruitment, and Retention:** There are currently 38 certified staff and 8 paraprofessionals. 14 employees have Masters degrees and 24 have Bachelors degrees. The most senior teacher has been at Martinez for 26.8 years. The average years of service in District 6 for Martinez staff is 10 years. 10% of staff members have been in District 6 for 20 years or more. 29% of staff members have served between 10 and 19 years in District 6. 15% of staff have worked in District 6 between 6 and 9 years. 46% of staff at Martinez have worked in District 6 for 5 years or less, by far the biggest sub group. There are 401 years of experience combined on the staff. Year-to-year retention of the staff is high, ranging between 85% and 90%.

**Student Attendance:** Attendance at Martinez has been an average of 95% every year for the past four years. (95.2% in 2013-2014; 94.1% in 2014-2015; 95.15% in 2015-2016; 94.7% in 2016-2017, and 95.05% in the first semester of 2017-2018.) There are a few families who struggle to get their students to school and in that case, the school works with the families and builds attendance contracts for these families when necessary. Additionally, the school works within the greater Greeley community to provide supports to these families.

**Mission/Vision**
The school vision, mission and belief statements were developed during the 2015-2016 school year by staff and administration. The slogan is “Martinez Dedicated~Children Educated~A Better Future Created”. The vision statement is “Martinez parents, students, and teachers all work together to create a solid foundation of learning for the future.” These statements have continued to be central to the work with the additional task of defining and owning each statement across the entire staff. The complete, single-page document that represents the vision, mission and belief statements is in Appendix A.

**Analysis of student performance**

**Trends in student achievement data over the past five years**
The following lists the scores from the School Performance Frameworks (SPF):

- 2013 1-year SPF- 43.8% (Priority Improvement with 47% as the cut, 3.2% away)
- 2014 1-year SPF- 39.7% (Priority Improvement with 47% as the cut, 7.3% away)
- 2015 hold year on the SPF
- 2016 1-year SPF- 36.6% (Priority Improvement with 42% as the cut, 5.4% away)
- 2017 1-year SPF- 41.3% (Priority Improvement with 42% as the cut, 0.7% away)

It is noted that an upward trend is taking place since 2014, moving from 7.3 percentage points away from improvement status, to 5.4% in 2016, and then only 0.7% away from improvement status in 2017, indicating a positive trend toward getting the school off priority improvement.
CMAS Trend Statements
The first CMAS English Language Arts (ELA) assessment was given in 2015.
- In 2015, 14.2% of students in grades 3-5 met or exceeded standards at a 4 or 5 level on CMAS.
- In 2016, 18.3% of students in grades 3-5 met or exceeded standards at a 4 or 5 level.
- In 2017, 27.5% of students in grades 3-5 met or exceeded standards at a 4 or 5 level.
This is a positive three-year trend, and looking at the mean scale score, it has increased from 718.7 in 2015 to 729.1 in 2017, just 10.4 scale points below state expectations of 739.5.

The CMAS Math data also has an upward trend, but not as fast as would be preferred.
- In 2015 14.8% of students met or exceeded standards at a 4 or 5 level on CMAS.
- In 2016 15% of students met or exceeded standards at a 4 or 5 level.
- In 2017, 22.8% of students met or exceeded standards at a 4 or 5 level.
While there are slight increases each year, it is not enough to ensure all students will be at meets or exceeds standards in the next three years, so there will be continued analysis and appropriate changes made in the instructional practices to increase this performance.

CMAS Growth Data
The following table represents the Median Growth Percentiles (MGP) on the state assessments from 2013 to 2017. While there is a general upward trend in Reading to ELA from 41 in 2013 to 44 in 2017, there is a smaller positive trend in mathematics, with a slight increase from 31 in 2016 to 34.5 in 2017. However, there are pockets of stronger growth. For example, fifth grade increased from an MGP of 34.5 in 2016 to 43.5 in 2017.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>41</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>2014</td>
<td>40</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>2015</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2016</td>
<td>45</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>2017</td>
<td>44</td>
<td></td>
<td>34.5</td>
</tr>
</tbody>
</table>

DIBELS (Literacy Assessment)- Percentage of students reading at Benchmark or higher
Though not at every grade level, there is a general trend where students are beginning each year in a stronger fashion, getting a stronger foundation in the previous grade. For example, fourth grade started with 41% Benchmark in 2015, then 50% in 2016, and then 52% in 2017.
Additionally, apart from third grade, there is notably stronger EOY data from 2015-16 to 2016-17, demonstrating stronger literacy development in the students at every grade level.

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 BOY</td>
<td>6%</td>
<td>54%</td>
<td>63%</td>
<td>50%</td>
<td>41%</td>
<td>24%</td>
</tr>
<tr>
<td>2015-16 MOY</td>
<td>55%</td>
<td>52%</td>
<td>61%</td>
<td>57%</td>
<td>42%</td>
<td>42%</td>
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<tr>
<td>2015-16 EOY</td>
<td>74%</td>
<td>57%</td>
<td>54%</td>
<td>65%</td>
<td>64%</td>
<td>48%</td>
</tr>
<tr>
<td>2016-17 BOY</td>
<td>13%</td>
<td>56%</td>
<td>57%</td>
<td>58%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>2016-17 MOY</td>
<td>34%</td>
<td>70%</td>
<td>58%</td>
<td>60%</td>
<td>52%</td>
<td>43%</td>
</tr>
<tr>
<td>2016-17 EOY</td>
<td>78%</td>
<td>65%</td>
<td>64%</td>
<td>74%</td>
<td>56%</td>
<td>49%</td>
</tr>
<tr>
<td>2017-18 BOY</td>
<td>8%</td>
<td>56%</td>
<td>69%</td>
<td>53%</td>
<td>52%</td>
<td>40%</td>
</tr>
<tr>
<td>2017-18 MOY</td>
<td>44%</td>
<td>61%</td>
<td>64%</td>
<td>53%</td>
<td>51%</td>
<td>47%</td>
</tr>
</tbody>
</table>

**DIBELS (Literacy Assessment)- Growth using Quintiles (Well Above Average, Above Average, Average Progress, Below Average, and Well Below Average) compared to schools across the nation**

Martinez has contracted with Amplify for DIBELS data monitoring. This organization is the one CDE uses with the ELAT (Early Literacy Assessment Tool) grant, so their data is representative of many Colorado districts in addition to many other districts across the nation. The quintiles in each grade level are based on 300,000 to 350,000 students, so the total number of students included in Amplify’s work is well over 1.5 million students, allowing Martinez’s performance to be compared against other schools across the nation. The national schools fall out evenly between the five quintiles.

The first chart shows the the growth of students falling into the Benchmark category from Beginning Of Year (BOY) to Middle Of Year (MOY) or the End Of Year (EOY). While there is a general movement into the higher quintiles, there was a slight decrease this fall, but plans are already being adjusted to rectify that slip. Across the board, there are very few cells (only 2) in the Well Below Average, and a general prominence on the positive side of growth (Above Average and Well Above Average), demonstrating teachers are getting more growth from students in the Benchmark category when compared to other schools across the nation with a similar starting point.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 BOY-MOY</td>
<td>Above Average</td>
<td>Below Average</td>
<td>Below Average</td>
<td>Well Above Average</td>
<td>Below Average</td>
<td>Well Above Average</td>
</tr>
<tr>
<td>2015-16 BOY-EOY</td>
<td>Above Average</td>
<td>Below Average</td>
<td>Well Below Average</td>
<td>Above Average</td>
<td>Above Average</td>
<td>Above Average</td>
</tr>
<tr>
<td>2016-17 BOY-MOY</td>
<td>Well Below Average</td>
<td>Above Average</td>
<td>Above Average</td>
<td>Above Average</td>
<td>Average Progress</td>
<td>Below Average</td>
</tr>
<tr>
<td>2016-17 BOY-EOY</td>
<td>Above Average</td>
<td>Well Above Average</td>
<td>Above Average</td>
<td>Well Above Average</td>
<td>Below Average</td>
<td>Average Progress</td>
</tr>
<tr>
<td>2017-18 BOY-MOY</td>
<td>Above Average</td>
<td>Below Average</td>
<td>Below Average</td>
<td>Average Progress</td>
<td>Below Average</td>
<td>Average Progress</td>
</tr>
</tbody>
</table>

The second chart shows the decrease of students in the Well Below Benchmark category on DIBELS. Similarly, there is a general movement into the higher quintiles, with a slight decrease this fall, but plans are already being adjusted to rectify that slip. Across the board, there are very few cells (only 2) in the Well Below Average, and a general prominence on the positive side of growth (Above Average and Well Above Average), demonstrating teachers are getting more growth from students in the Well Below Benchmark category when compared to other schools across the nation with a similar starting point.
**Root Causes of the data at Martinez**

Over the last two years, there has been a consistent need to focus on first tier instruction and how teachers deliver their instruction, along with a need to focus on the school-wide culture and climate. These root causes were identified in 2015 as part of the Diagnostic Review conducted by Focused Leadership Solutions, led by David Benson. This review started the work at Martinez, allowing the focus on first tier instruction and school-wide culture to continue through the current school year, with intentionality around how to address each of these area. Following is a brief description of these root causes taken from this year’s Unified Improvement Plan (UIP).

**Best First Instruction** - The root cause of low performance and lack of growth in both ELA and Mathematics is connected to inconsistent instruction which does not meet the level of urgency or expectation needed to help all children meet or exceed rigorous State and Local standards. All Martinez Elementary teachers will implement high quality, best first instructional practices to ensure all students are successful and able to meet rigorous State and Local standards. Teachers will use project based learning as the primary instructional model focusing first on Design and Plan Lessons, Alignment of Instruction to Standards, and Building the Culture of project based learning in all classrooms at Martinez. Teachers will develop clear and specific learning targets and success criteria for all reading, math and content lessons, create ways to progress monitor, review data and plan instruction based upon rigorous standards and data.

**Culture and Climate** - The staff at Martinez has just started to create an adult culture that has shared accountability for the fundamental purpose of student achievement. The staff must align the mission and vision to all goals and drive all aspects of the school with this shared mission and vision. The community must convey a commitment to and hold each other accountable for collaboratively established improvement goals, tasks, and student achievement.

**Improvement Efforts**

**Observation and Feedback**

For the last three years, Monica Draper principal at Martinez has been in classrooms regularly, and then meeting with teachers every three weeks to give them feedback. She has done 500-600 observations with feedback in a typical year. As Alison Ferguson, the Assistant Principal, joined her staff, Monica has assisted Alison with taking on this very positive practice. Participating in the Observation/Feedback training from Relay has just allowed these observations to become even more specific and bite-sized in their feedback.

**Diagnostic Review**
In the fall of 2015, Greeley-Evans School District 6 contracted with Focused Leadership Solutions, led by David Benson to complete a diagnostic review of Martinez. Focused Leadership Solutions spent three days (Sept 28-30, 2015) at Martinez observing classrooms and interviewing staff in addition to reviewing many documents including assessment results, School Performance Frameworks, unified improvement plans, school handbooks and schedules, etc.

The report from the diagnostic review included many recognitions and strengths along with a list of recommendations. The complete listing of recommendations is found in Appendix B, but they are clustered into a few areas which directly drove the work of the UIP and the work of the staff beginning in the fall of 2015. The recommendations included:

- Develop an understanding of the critical role for both learning targets and success criteria and using those as teachers design their instructional lessons utilizing backwards design, in communicating what learning and success look like to students, and ensuring all students have the opportunity to be taught and learn grade-level standards.
- Utilize the power of regular team collaboration in planning units and lessons using a standards-based, backwards design and integrating high-effect-size instructional practices into every lesson and unit.
- Redesign the building leadership team focused on and committed to improving the school’s achievement through effective planning, professional development, collaboration and communication with stakeholders, and periodic assessment of progress.
- Make clear and sharpen decision-making processes in the school by clearly defining the role and function of the administration and teacher leaders along with the whole staff.

These results were used to prompt the staff to develop a strong vision, mission and beliefs for the Martinez community. In May of 2016, the school Leadership TEAM (Together Everyone Achieves More) took all of the drafts of visions, missions and beliefs to edit, revise and make sure all staff voices were in the document. The result is a complete Vision, Mission, and set of Beliefs that is owned by all staff, found in Appendix A. To grow the culture and climate, the staff has used three sections of the School Conditions for Success rubric to focus their work. Those sections include: 1.1 Mission & Vision; 1.2 Inspiring Learning Environment; 1.3 Shared Accountability. All teachers completed an anonymous rubric of these three sections. Results were compiled and teachers help establish steps to improve the school culture and climate.

Martinez Leadership Teams also participated in District 6 training for consensus work. Decision making at Martinez is consensus and is helping to grow the culture of shared accountability.

**Pathways Grant and Innovation Plan Approval**

In the spring of 2016, Martinez was awarded a Pathways Grant from Colorado Department of Education. This allowed the staff to look at the accountability pathways and begin to discuss each one, determining which made the most sense for the Martinez community. See the next section for details considering each of the other potential pathways. In October 2016, 100% of staff voted to pursue the innovation pathway. This began the work towards innovation.
During the 2016-17 school year, the staff and broader school community then began to create the plan of innovation. 100% of the certified staff and many of the classified staff joined work teams to develop the innovation plan for Martinez. Parents were part of the development at each of their Parent Teacher Organization (PTO) and School Accountability Committee (SAC) meetings as well. The Martinez Innovation Plan was approved by the Greeley Board of Education on May 8, 2017, and then by the state Board of Education on June 14, 2017.

The innovation plan includes being identified as a STEAM School and using project based learning as the vehicle to implement STEAM. It furthers the work of the staff using “Understanding by Design” and trains the staff on “Literacy Design Collaborative” (LDC) to further implement this instructional planning protocol. “Understanding by Design” offers a planning process and structure to guide curriculum, assessment, and instruction. It has three stages including:

1. Identifying desired results,
2. Determining assessment evidence that is acceptable evidence of students understanding and their ability to transfer their learning to new situations, and
3. Planning learning experiences and instruction to best support students in acquiring the rigor of the standards.

LDC will further this work, including elements like Common Assignment Study which promotes the teachers comparing student work to students in other participating districts and schools, allowing the teachers to continue to raise the required rigor in student work into alignment with the state standards. The Figure below shows some of the key components of the Martinez Innovation Plan.
In year 2, the Martinez Innovation plan also includes studying the feasibility of adding preschool programming for all 3 and 4 year olds to address school readiness, language development, pre-reading and pre-math skills. In year 3, the plan includes an exploration of a Health Care Center to address the lack of quality healthcare and wrap around services for students and families in the Martinez Community.

**Project Based Learning (PBL) training summer 2017**

Nine teachers, the instructional coach, and two administrators participated in a four-day training June 18 - June 22, 2017. This training was a train-the-trainer model for Project Based Learning, hosted by the Buck Institute for Education (BIE). The institute provided separate strands for teachers, coaches and administrators to help focus the work specific to each group’s responsibilities in the implementation of project based learning. BIE provided the initial training for teams in June 2017 with the plan of following up with a part two training with the same team in the summer 2018. Trainers then provided an initial professional development in project based learning in August 2017 prior to the start of the new school year. As part of the innovation plan, all teachers at Martinez reported four days prior the district teachers return date in the fall, giving them the focused time for this professional development. Budgets and resources were maximized to complete these opportunities. Funding for the initial training by the BIE for the 12 staff members was provided by Title I and then the professional development for the staff in August was provided by the Network Grant. Teachers have been assigned a PBL Team (teachers from mixed grades), each with one of the teachers that attended the training during
June 2017. One of the waivers from the teacher contract that the staff approved allows these PBL teams to meet on a weekly basis before school, allowing the implementation to have constant support throughout the school year.

**Network Grant fall 2017**
Martinez Elementary School was accepted into the Turnaround Network through CDE. Through this support structure, there are professional development opportunities for the administrative team as well as bright spot school visits where staff can see schools that have effectively turned around their school. In addition, there is a support manager (Nicole Monet) who meets with the administrative team along with the district partner (Assistant Superintendent of Elementary and K-8 Schools) on a monthly basis. All of these supports are also monitoring the changes in instruction happening at Martinez.

**Behavioral Event Interview (BEI) Interview Fall 2017**
Through the school’s involvement in the Turnaround Network, the district received funds to complete a Behavioral Event Interview (BEI) for the principal at Martinez Elementary School (along with two other principals in priority improvement schools in Greeley). This interview process gathers information about the leaders in those schools, identifying strengths and potential areas of development to coach them as leaders, specifically in turnaround school settings. Monica Draper, principal at Martinez, did this voluntarily because she is invested in a growth mindset and learning as a leader. The process was completed on September 26, 2017.

The report identified many strengths in Monica Draper, principal of Martinez. The report stated:

*One of Monica’s key strengths, beyond her ability to leverage policies to introduce and implement potentially transformative decision and policies benefiting students, (Commitment to Student Learning), is her talent in aligning her team behind such efforts (Engages the Team), such as she did in developing and implementing a new approach to teaching children to read. Another strength that she clearly demonstrates is her tenacity in taking initiative to create change and deliver results (Focuses on Sustainable Results). It is a talent she will need to continue leveraging if she is to sustain the changes she’s implemented and continue the successful transformation.*

The report identified some areas of development in Monica Draper as well. The report stated:

*Monica could be even more impactful in continuing to make and sustain key changes that will improve her students’ education and lives if she makes better use of a couple of other key competencies. She should consider occasionally augmenting her “quietly determined” style of leadership with a more visible, vibrant, and assertive approach, especially with those on her staff who resist or are slow to embrace change. By enhancing her presence as leader in such a way, she would increase her already substantial impact, (Impact and Influence) and more effectively create a culture of excellence and accountability (Holding People Accountable for School Performance).*
The results of this interview have affirmed many characteristics of Monica Draper, and has also prompted growth areas. She has taken the results to heart and has worked on being more assertive and directive when necessary, practicing difficult conversations with both the CDE support manager as well as the Assistant Superintendent of Elementary and K-8 Schools, allowing her to develop this skill set as a leader and increase her ability to have crucial conversations with staff members.

**Pathway identification**

In the spring of 2016, Martinez was awarded a Pathways Grant from CDE. This allowed the staff to look at the accountability pathways and begin to discuss each one and which made the most sense for the Martinez community. These conversations also included parents and district level representation. In October 2016, 100% of staff voted to pursue the innovation pathway. This began the work towards innovation.

During the 2016-17 school year, the staff and broader school community began to create the plan of innovation. 100% of the certified staff and many of the classified staff joined work teams to develop the innovation plan for Martinez. Parents were part of the development at each of their Parent Teacher Organization (PTO) and School Accountability Committee (SAC) meetings. The Martinez Innovation Plan was approved by the Greeley Board of Education on May 8, 2017, and by the state Board of Education on June 14, 2017.

As the school and district participated in this pathway discussion and the development of the innovation plan, other options were discussed and considered. It was determined that “school closure” was not an option since this school is a neighborhood school that is very much the center to their area of town. Parents and community members are connected to this school in a deep manner. In addition, each of the neighboring schools are at capacity, so absorbing these students into another neighboring school was not an option.

The direction to not pursue school closure was affirmed by the State Review Panel, which is the external agency that is required by law to make a recommendation to the state BOE. They completed their recommendation on April 24, 2017, and stated the following:

*The State Review Panel does not recommend closure as an option for Martinez Elementary School because the school has demonstrated an effective rating in three of six indicators. The school has effective school leadership, district-level support, and a staff committed to the school’s mission and vision moving forward. The leadership and staff are committed to implementing a PBL teaching structure to implement a focus on STEAM education. More importantly, Martinez is part of the community’s cultural identity. Parents have a deep level of trust in school leaders and teachers, and the school staff respects, and is committed to, supporting families. All stakeholders reported feeling safe at the school. The majority of Martinez parents walk their children to and from school each day and attend the same neighborhood*
churches; many have attended the school for generations. Any short term academic benefits gained from students attending other higher-performing schools would be negated by the impact closure would have on students and families within the community.

While discussing the pathway option of “converting to a charter school,” it was determined that Greeley-Evans School District 6 has 5 independent charter schools, all of which include the elementary grades. Most of these schools have little to no wait list and two of the charter schools were in priority improvement status, and adding another charter school with this rating did not make sense. These charter schools have not demonstrated improved achievement for the past several years. In addition, in 2012 the Greeley-Evans School District sought a charter contract with KIPP; however, they declined the partnership as a result of the district’s low per pupil revenue. Similarly, the Greeley and Evans community does not have any potential interest in opening a charter for Martinez Elementary School.

The direction to not pursue conversion to a charter school was then affirmed by the State Review Panel. They completed their recommendation on April 24, 2017, and stated the following:

*The State Review Panel does not recommend conversion to charter school status* because, as stated above, the school has effective leadership and infrastructure. There is apparent trust between the school and district leadership. District leaders are committed to supporting the school’s Innovation plan proposal and are providing the school with further autonomy to differentiate professional development to meet the needs of the school. District leaders are also providing support to the school by conducting weekly walkthroughs with the principal and supporting the principal in making changes in staffing, as necessary. Further, school staff and parents are committed to the new mission, vision, and values of the school and are supportive of the school’s proposed Innovation plan. Finally, there is currently no community infrastructure or teacher momentum in place to initiate and develop a charter board to govern the school.

The last option of “external management” was discussed with the possibility of using an organization such as BIE that could support the implementation of the PBL at Martinez. It was decided to use this organization to support the plan under the umbrella of becoming a school of innovation. The professional development focused on PBL and the Literacy Design Collaborative (LDC) will address one of the consistent root causes of best first instruction, allowing teachers to strengthen their skills in planning for and delivering the first tier instruction. The ongoing support through professional development over two years will allow this root cause to be addressed with all staff without the necessity of external management. This need will be met through the support of the Buck Institute, Colorado Education Initiative, and the Turnaround Network.
The direction to not pursue external management was also affirmed by the State Review Panel. They completed their recommendation on April 24, 2017, and stated the following:

*The State Review Panel does not recommend management by a private or public entity other than the district* because district leaders are committed to supporting school leadership to improve student learning. The Superintendent is new within the last two school years and has previous experience as a turnaround principal in another district. She is supportive of providing the principal more autonomy to implement change and is committed to holding her accountable for demonstrating improvement. District leaders have expressed a commitment to ensuring the principal has the right personnel on campus to support Innovation plan initiatives, and has committed to making leadership changes if the school does not experience improvement.

Additionally, school staff is invested in the school’s new mission and vision and is committed to implementing a school-wide PBL STEAM focus. School staff is committed to the school, based on its high level of trust with the current school and district leadership. Further, the current school leadership is working collaboratively with the Colorado Department of Education and has been awarded a Turnaround (TA) Network Grant, which will provide additional professional development for school leaders. The school’s leaders are participating in the Relay Graduate School of Education (Relay) leadership development program beginning in 2017-18.

When we discussed the innovation pathway, it gives greater flexibility and autonomy to implement the desired plan. One example is in use of time as it relates to teacher time-professional development and planning time- in that teachers voted to come back four days early in August, give up some individual planning time to meet as a PBL implementation team, and shift P/T conferences to do additional professional development.

The direction of pursuing innovation status was affirmed by the State Review Panel. They completed their recommendation on April 24, 2017, and stated the following:

*The State Review Panel recommends Innovation Status for Martinez Elementary* because the school has been rated effective in the following areas: the leadership is adequate to implement change to improve results; the infrastructure is adequate to support school improvement; and there is readiness and apparent capacity of personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance.

The school has demonstrated early indications of improvement to support increased achievement. School leaders have been proactive in addressing turnaround efforts by initiating a diagnostic review in 2015. As a result, the principal, teachers, and parents revisited the school’s mission and vision and identified a school focus on science, technology, engineering, and math as part of the school’s innovation plan proposal. The district has also been supportive of the school’s improvement efforts, including supporting the ongoing development of school leaders. Further, school leaders are creating structures to provide regular, weekly professional development and
collaborative planning time for staff. Finally, although not fully developed, the school is beginning to collaborate with external partners to support school improvement.

Martinez has a strong leadership team that is committed to improving the school. This year, the principal sought permission from the district to provide professional development (PD) at the building, aligned with the specific needs of the school, rather than sending teachers out to district-provided PD. District leaders have committed to the improvement of the school by supporting the principal’s requests for more autonomy in making curricular decisions and staffing changes.

School leaders sought input from teachers and parents in the development of an Innovation plan that, if approved, will allow the school to implement a school health clinic and preschool program on site. Additionally, the school’s plan emphasizes science, technology, engineering, arts, and mathematics (STEAM) through Understanding by Design (UBD) project-based learning (PBL) as an instructional delivery model. District leaders are supportive of the school’s plan for Innovation.

### Innovation Plan Rubric Summary

The following chart represents the “Innovation Plan Rubric for Priority Improvement and Turnaround Schools & Districts.” The chart includes characteristics related to each aspect of the rubric in relation to the work at Martinez and the approved innovation plan.

<table>
<thead>
<tr>
<th>Category from the Rubric</th>
<th>Comments and characteristics related to this category</th>
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<tbody>
<tr>
<td><strong>Innovation Plan Overview</strong></td>
<td>• Innovation provides the school greater flexibility to get the necessary work and plan in place</td>
</tr>
<tr>
<td></td>
<td>• Staff have waived appropriate things- for example individual planning in order to get the ongoing support and professional development to implement PBL</td>
</tr>
<tr>
<td></td>
<td>• Innovation plan includes a three-year roll-out for implementation of different aspects of the plan</td>
</tr>
<tr>
<td><strong>Academic Systems</strong></td>
<td>• Daily instructional time is defined within the plan, identifying minimum amounts of time devoted to the academic instruction</td>
</tr>
<tr>
<td></td>
<td>• The plan includes a supplemental online curriculum that is identified because the success it has in supporting literacy development in second language learners</td>
</tr>
</tbody>
</table>
| Talent Management                      | ● Priority hiring procedures and practices started in the 2017 hiring season, allowing Martinez to begin their hiring season a month earlier than other schools, giving the ability to secure the strongest candidates  
|                                       | ● Professional Development is a key component in the plan-with a trainer-of-trainers model and 12 staff members getting trained on PBL in summer of 2017 and then again in summer 2018, providing weekly support and professional development for all teachers.  
|                                       | ● Behavioral Event Interview (BEI) was conducted and will be used to monitor and support the growth of the principal in the leadership within the building |
| Culture of Performance                | ● The school culture, including the mission/vision, has been prominent in the work to this point, creating a clear vision and purpose in the work  
|                                       | ● The building leadership team has shifted to monitoring student achievement  
|                                       | ● The “PM Tool” through the CDE Turnaround Network is supporting the detailed articulation of action steps as well as the regular monitoring of the completion and the desired results  
|                                       | ● The innovation plan includes the implementation of preschool and the exploration of health care, providing greater wraparound services for students and families |
| Budget and Operations                 | ● Maximizes resources including district funding, Title 1 funding, and Turnaround Network Grant funds |
| District Systems                      | ● Principal supervisor is in the building on a weekly basis to support the plan’s implementation  
|                                       | ● CDE Turnaround Support Manager is in the building on a monthly basis  
|                                       | ● Aligns with the District Strategic Plan- one of the core beliefs is “We commit to excellence, innovation and continuous improvement” |

**Goals & Progress Monitoring Plan**
Within the innovation plan, there are several ways to monitor the success and implementation of the plan. These include:

- Leading indicators are being tracked on the Progress Monitoring Tool (PM Tool) as part of the Network. These leading indicators include attendance, chronic absenteeism, and behavior events and are one of the first indicators of school improvement.

- SchoolWorks report of school leadership “beginning” to act as a change agent to drive achievement gains, and beginning to establish clear, measurable goals designed to promote student performance. While this supports the movement of the building leadership, this direction and work will be monitored through weekly visits to the school by the Assistant Superintendent of Elementary and K-8 Schools. The Assistant Superintendent of Elementary and K-8 Schools has participated in the Relay training during the summer of 2016 to hone his skills as a principal manager and will use those skills to support the principal of Martinez. As part of the Network, Martinez is using the PM Tool to track and monitor next steps for the administrative team from each visit.

- Behavioral Event Interview (BEI) that was conducted with the principal in the fall of 2017 and will be used to set goals and support the leadership in a turnaround. The principal will meet with the Assistant Superintendent of Elementary Schools and the CDE Turnaround Support Manager on a monthly basis to discuss progress on these goals.

- CDE Turnaround Support Manager will be at Martinez on a monthly basis, supporting the school in their work.

- BIE conducted the initial training in PBL in summer 2017 and is being contacted about visiting the school to give feedback and support the implementation of PBL on site. The target date for this is spring 2018.

- The Literacy Design Collaborative (LDC) through Colorado Education Initiative (CEI), allows teachers to participate in Common Assignment Study which promotes them in comparing student work to students in other participating districts and schools, allowing the teachers to continue to raise the required rigor in student work into alignment with the state standards. This ongoing work will assist in monitoring this level of rigor.

- Parent surveys will be administered on an annual basis to monitor their perception and satisfaction of the school.

- On-going DIBELS, Phonics Benchmark Assessments, Reading Common Assessments, Writing Assessments, and Math Assessments will be used, aligned to the district and state standards, to monitor student’s acquisition of the standards.

Along with the Innovation plan, the administration at Martinez is using the PM Tool through the Turnaround Network. The following two charts indicate the end-of-year goals as well as the implementation benchmarks that are being used to monitor their Major Improvement Strategies (MIS) from their Unified Improvement Plan (UIP) for the 2017-18 school year. These MIS have been consistent in topic since the 2015 diagnostic review, but have been deeper and with greater focus each year.
# Martinez Elementary Major Improvement Strategy #1

<table>
<thead>
<tr>
<th>Major Improvement Strategy</th>
<th>Provide best first instruction to all students in literacy, math, and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Improvement Strategy Description</td>
<td>Martinez Elementary will implement high quality, best first instructional practices in project based learning focusing on Design &amp; Plan, Align to Standards and Build the Culture. Teachers will develop clear and specific learning targets and success criteria for all reading, math and content lessons, create ways to progress monitor, review data, and plan instruction based upon rigorous standards and data.</td>
</tr>
<tr>
<td>End of Year Goals (What will success look like?)</td>
<td>80% of students will be able to verbalize the learning target and success criteria.</td>
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<tr>
<td></td>
<td>100% of teachers will demonstrate mastery of every element of the “Beginning PBL Teacher” column of the PBL Teaching Rubric and the following elements within the &quot;Developing PBL Teacher&quot; column of the PBL Teaching Rubric, specifically the elements of Design &amp; Plan, Align to Standards, and Build the Culture.</td>
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<td>100% of teachers will score at a level 3 or better on the teacher created rubric for academic discourse. 80% of students will score at an average of 2 on the academic discourse and academic writing rubric.</td>
</tr>
<tr>
<td>Implementation Benchmarks (Evidence for monitoring progress)</td>
<td>Trimester 1</td>
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<tr>
<td></td>
<td>Learning Targets and Success Criteria are posted in all classrooms for Foundational Literacy, Content Literacy, and Math.</td>
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<tr>
<td></td>
<td>100% of teachers will learn the Gold Standard Rubric for teaching Project Based Learning.</td>
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<td></td>
<td>Rubrics for academic discourse and academic writing will be developed by the teaching staff.</td>
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</table>
### Martinez Elementary Major Improvement Strategy #2

<table>
<thead>
<tr>
<th>Major Improvement Strategy</th>
<th>Description</th>
<th>End of Year Goals (What will success look like?)</th>
<th>Implementation Benchmarks (Evidence for monitoring progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create an adult culture that has shared accountability for our fundamental purpose of student achievement.</td>
<td>Our clear mission and vision will align all goals and drive all aspects of our school. Our community will convey commitment to, and hold each other accountable for, collaboratively established improvement goals, tasks, and student achievement.</td>
<td>70% of students in grades K-5 will score in the &quot;At Benchmark&quot; range or above on the DIBELS EOY Benchmark Assessment.</td>
<td>50% of students in grades K-5 will score in the &quot;At Benchmark&quot; or above range on the DIBELS BOY Benchmark Assessment. 25% of students in each grade level, 1st to 5th will score at the Proficient level of achievement on the first reading and math common assessments. 50% of staff will rate Martinez in the &quot;Developing&quot; category of the CDE School Conditions for Success rubric in sections 1.1-Mission &amp; Vision, 1.2-Inspiring Learning Environment, and 1.3-Shared Accountability.</td>
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<td></td>
<td>45% of students will score at the proficient or above level of achievement on the last reading and math common assessments.</td>
<td>60% of students in grades K-5 will score in the &quot;At Benchmark&quot; or above range on the DIBELS BOY Benchmark Assessment. 35% of students in grades 1st-5th will score at the proficient level of achievement on the given reading and math common assessments during the 2nd trimester. 95% of staff will rate Martinez in the &quot;Proficient&quot; category of the CDE School Conditions for Success rubric in sections 1.1-Mission &amp; Vision, 1.2-Inspiring Learning Environment, and 1.3-Shared Accountability.</td>
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<td></td>
<td></td>
<td>95% of staff will rate Martinez in the &quot;Proficient&quot; category of the CDE School Conditions for Success rubric in sections 1.1-Mission &amp; Vision, 1.2-Inspiring Learning Environment, and 1.3-Shared Accountability.</td>
<td>70% of students in grades K-5 will score in the &quot;At Benchmark&quot; or above range on the DIBELS BOY Benchmark Assessment. 45% of students will score at the proficient or above level of achievement on the last reading and math common assessments. 90% of staff will rate Martinez in the &quot;Proficient&quot; category of the CDE School Conditions for Success rubric in sections 1.1-Mission &amp; Vision, 1.2-Inspiring Learning Environment, and 1.3-Shared Accountability.</td>
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<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
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<td>50% of students in grades K-5 will score in the &quot;At Benchmark&quot; or above range on the DIBELS BOY Benchmark Assessment.</td>
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<td>25% of students in each grade level, 1st to 5th will score at the Proficient level of achievement on the first reading and math common assessments.</td>
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<tr>
<td>50% of staff will rate Martinez in the &quot;Developing&quot; category of the CDE School Conditions for Success rubric in sections 1.1-Mission &amp; Vision, 1.2-Inspiring Learning Environment, and 1.3-Shared Accountability.</td>
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<td>90% of staff will rate Martinez in the &quot;Proficient&quot; category of the CDE School Conditions for Success rubric in sections 1.1-Mission &amp; Vision, 1.2-Inspiring Learning Environment, and 1.3-Shared Accountability.</td>
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rubric in sections 1.1-Mission & Vision, 1.2-Inspiring Learning Environment, and 1.3-Shared Accountability.

Appendices

- Appendix A: Vision, Mission and Beliefs
- Appendix B: Diagnostic Review Recommendations
- Appendix C: BEI School Turnaround Leadership Competencies
- Appendix D: Innovation Plan for Martinez Elementary School (in a separate attachment)
Appendix A: Vision, Mission and Beliefs

Home of the Panthers
Martinez Elementary

Vision:
Martinez Dedicated~Children Educated~A Better Future Created

Martinez parents, students, and teachers all work together to create a solid foundation of learning for the future.

Mission and Belief Statements:

Love:
• We teach and believe in the whole child.
• We provide a safe environment filled with respect and love because every child matters.
• We build positive, trusting relationships with students, parents and one another.

Live:
• Our Martinez family includes students, faculty, parents and community partners, all working together.
• Every family member brings a unique cultural perspective and influence that we honor and celebrate.
• By empowering parents, we empower the students.
• Education gives everyone the ability to grow, learn, and succeed in life regardless of the circumstances.

Learn:
• Students will have personalized instruction that focuses on individual needs and strengths.
• Students, teachers, and families will learn by developing a growth mindset focused on hard work and perseverance instead of fixed ability.
• Using Understanding by Design, standards will guide teachers to develop best first instruction to build students’ understanding of content.
• Students and teachers are committed to innovation and change, working collaboratively to meet the demands of the 21st century.
• Project Based Learning creates enthusiasm and engagement by involving students in their learning.
Appendix B: Diagnostic Review Recommendations

Focused Leadership Solutions, led by David Benson completed the diagnostic review on Sept 28-30, 2015 and made the following recommendations:

- Consider how the current teacher leadership team might evolve to a team principally focused on and committed to improving the school’s achievement through effective planning, professional development, collaboration and communication with stakeholders, and periodic assessment of progress.
- Make clear and sharpen decision-making processes in the school by clearly defining the role and function of the administration and teacher leaders, gathering input prior to finalizing a decision from the largest number of stakeholders as possible and ensuring communication about decisions is thorough and effective.
- Work toward deep, intentional, and universally implemented high-effect size instructional and assessment practices by every teacher, in every classroom, every day.
- Develop an understanding of the critical role success criteria (descriptions of mastery) play in backwards design, in communicating what learning and success look like to students, and ensuring all students have the opportunity to be taught and learn grade-level standards.
- Re-think the current posting and use of standards and objectives and re-define them for students as a critical step in their role as a learner with clear, daily targets and unit goals. This includes developing and understanding of how they are used as an instructional tool and how they can help students take personal responsibility for their (and even peers’) learning.
- Consider the value and impact of every benchmark or progress monitoring assessment for its positive, direct impact on daily instruction. Reduce the number of less impactful assessments to maximize instructional time.
- Learn more about the power of effective formative assessment practices, how they can be embedded in daily instruction and how they can inform daily instructional decisions so formative assessment becomes a regular, intentional practice.
- Utilize the power of regular team collaboration in planning units and lessons using a standards-based, backwards design and integrating high-effect-size instructional practices into every lesson and unit.
- Consider how to design a reasonable scaffold for the implementation of new programs in order to ensure full understanding and deep, effective implementation of every new program or initiative.
- Determine and evaluate the effectiveness of the various programs used for interventions to ascertain their positive impact on student achievement, assuring that more than year’s growth in a year’s time is the result.
- Create a brief directional document that summarizes the UIP and highlights activities that have the most impact on staff and students. This document can help justify and steer improvement activities underway every day and help stakeholders remain clear on priorities, their roles and responsibilities. The scaffolding of new programs mentioned above could be part of this document.
- As a new literacy programs is being implemented, consider how development of academic vocabulary can be a part of daily learning with a consistently used, school-wide model or framework.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Definition</th>
<th>Dimension</th>
<th>Level Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focuses on Sustainable Results</strong></td>
<td>The school leader takes responsibility for improving school outcomes and implementing initiatives to accomplish sustainable results, based on an understanding and analysis of the challenges of the school.</td>
<td>To what extent the school leader demonstrates sophistication and perseverance to drive sustainable results.</td>
<td>Level 1: Identifies problems. Level 2: Addresses school problems. Level 3: Takes initiative to create change and to deliver results. Level 4: Sustained pursuit of measurable results.</td>
</tr>
<tr>
<td><strong>Engages the Team</strong></td>
<td>The school leader works with a group of adults to leverage their input, to develop actionable and tangible goals, and to implement change in the school.</td>
<td>To what extent the school leader leverages collective efforts of adults to accomplish goals.</td>
<td>Level 1: Communicates with the group. Level 2: Works with the group. Level 3: Aligns efforts towards clear goals. Level 4: Empowers the team.</td>
</tr>
<tr>
<td><strong>Impact and Influence</strong></td>
<td>The school leader takes action for the purpose of affecting the perceptions, thinking, and actions of others.</td>
<td>To what extent the school leader adopts various approaches and/or engages a variety of stakeholders to support school goals.</td>
<td>Level 1: Communicates own position. Level 2: Acts to change perceptions and thinking. Level 3: Adapts approach to affect actions of others. Level 4: Leverages multiple stakeholders to change ingrained behaviors.</td>
</tr>
<tr>
<td><strong>Commitment to Student Learning</strong></td>
<td>The school leader demonstrates a commitment to students as evidenced by a belief in own capability, and the courage to take a stand on behalf of students.</td>
<td>To what extent the school leader’s personal mission of relentless pursuit of student learning is actualized.</td>
<td>Level 1: Sees self as the champion. Level 2: Takes ownership for students’ learning. Level 3: Stands behind potentially transformative decisions and/or policies benefiting students. Level 4: Stands up for students in the face of powerful opposition.</td>
</tr>
<tr>
<td><strong>Conceptual Thinking</strong></td>
<td>The school leader demonstrates the ability to see meaningful patterns among seemingly unrelated issues or ideas, leading to new ideas or fresh perspectives.</td>
<td>To what extent the school leader makes connections that are useful in creating meaning and clarity for self and others.</td>
<td>Level 1: Compares situations or ideas. Level 2: Brings insight to help prioritize. Level 3: Reframes situations for clarity. Level 4: Generates new ideas and approaches.</td>
</tr>
<tr>
<td><strong>Analytical</strong></td>
<td>The school leader demonstrates the ability to understand and analyze.</td>
<td>To what extent the school leader understands and applies analytical thinking.</td>
<td>Level 1: Sees the facets of a situation. Level 2: Understands basic cause and effect.</td>
</tr>
</tbody>
</table>
| **Thinking** | analyze issues and opportunities in a logical way in order to make a plan for addressing them | articulates the relationships among many facets of a situation or problem to create a plan or find a solution. | **Level 3:** Identifies cause and effect among several items.  
**Level 4:** Arrives at a solution by breaking down complexity |