Dr. Angela Valdez *avaldez@hsd2.org*

Proud Principal of Mountain Vista Community School

Celeste Rivera *cerivera@hsd2.org*

D2 Secondary District Literacy Coach & Mountain Vista Instructional Coach

Kasey Andrade Smith
kandradesmith@hsd2.org

D2 Secondary Literacy Coordinator

LITERACY TRANSFORMS LIVES

How do we move learning forward?

REASONS FOR STAGNANT SCORES

+ Little evidence of systemic reading practices (best, first instruction)
+ Intervention models not designed around needs of kids (Tiers 2–3)
+ Data not analyzed and/or instruction not aligned to data (i.e. school schedules, instruction in Tiers 1–3, professional development)
+ Very little change in multi–tiered system of supports

presented by Laura Stewart, The Reading League, 2022

THE OPPORTUNITY LIES IN WHAT IS POSSIBLE.
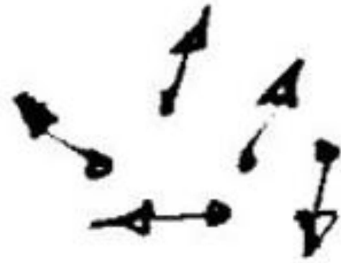
SHARED VISION
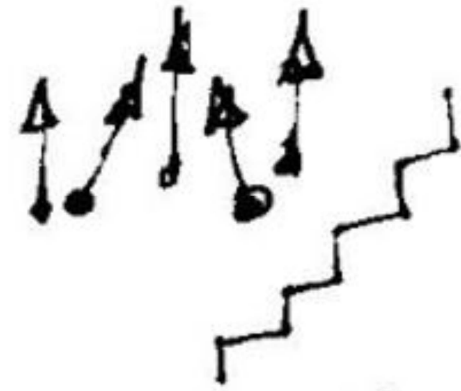
CURRENT REALITY

ALL TIERS OF INSTRUCTION

System and structure

INSTRUCTIONAL FRAMEWORKS

ACROSS D2

TEACHERS ARE #1

SCHOOL LEADERS ARE #2

Systemwide Commitment
ensure effective instructional leadership

WHY

Instructional leaders need to reduce the variance across classrooms.

Research (Hattie, 2009; Marzano & DuFour 2011) has concluded the key to improving student achievement is figuring out how to significantly improve consistent daily instruction across the school building.

YOU

School Leaders directly impact student achievement.

School leaders are second only to teachers in their impact on student learning (Fullan & Pinchot, 2018; Leithwood, Harris, & Hopkins, 2008).

MATTER

School leaders are instructional leaders.

School leaders actively support implementation of evidence-based literacy practices by providing access to high quality professional development and coaching/feedback opportunities (Steiner and Kowal, 2007).

6162: Mountain Vista Community School | 0980: Harrison 2

Grade Levels: EM - (1 Year)

Plan Type	Official Rating based on 1-Year SPF Report
Performance Plan	67.2/100 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

67.2%

Performance

Improvement

Priority Imp

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan: 53.0% - 100%
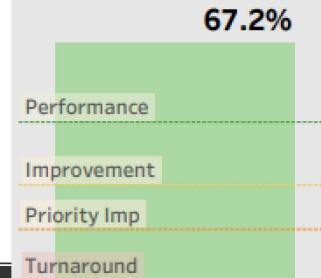
Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	64.1%	25.6/40	Meets
Academic Growth	69.3%	41.6/60	Meets

Harrison 2 (0980): Mountain Vista Community School (6162)
2550 DORSET DRIVE COLORADO SPRINGS, CO 80910

Principal:
Angela Valdez

School Website

Serves Grades PK-08

2022-23 Student Enrollment ⓘ

586

Free/Reduced Price Lunch Eligible Students

School: 44%
District: 55%
State: 40%

Minority Students

School: 79%
District: 76%
State: 49%

Multilingual Learners

School: 17%
District: 16%
State: 15%

Students with Disabilities

School: 17%
District: 12%
State: 12%

2023 Performance Framework Results

What is the performance framework? ⓘ

Official Performance Rating
How are performance framework ratings determined? ⓘ

Performance ⓘ

67.2%

Performance - 53.0%
Improvement - 42.0%
Priority Improvement - 34.0%
Turnaround - 25.0%

Performance Indicator Ratings ⓘ
How did students perform on different parts of the performance framework?

Achievement:
Meets ⓘ

Growth:
Meets ⓘ

| Does Not Meet Expectations | Approaching Expectations | Meets Expectations | Exceeds Expectations |

TIER 1 - Disciplinary Literacy at the core

Reading * Writing * Discussion

all contents, all classrooms, every day

COLORADO
Department of Education

Disciplinary Literacy and the 2020 Colorado Academic Standards

Disciplinary Literacy and the 2020 Colorado Academic Standards

In order to implement the 2020 Colorado Academic Standards (CAS) with fidelity and transform teaching and learning as the standards intend, we believe educators at all levels must gain a deep understanding of the intentional design principles used to develop the standards. Disciplinary literacy is the fundamental element found in all disciplines of the revised 2020 Colorado Academic Standards. As such, understanding disciplinary literacy is critical to being standards literate.

What is Disciplinary Literacy?

Disciplinary literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline.

Tim Shanahan and Cynthia Shanahan, in their article "What Is Disciplinary Literacy and Why Does It Matter," contend that *disciplinary literacy* emphasizes the knowledge and abilities possessed by those who create, communicate, and use knowledge within the disciplines. It honors the thinking within disciplines of study and invites students to engage in the academic discipline while developing a voice as a member of that community.
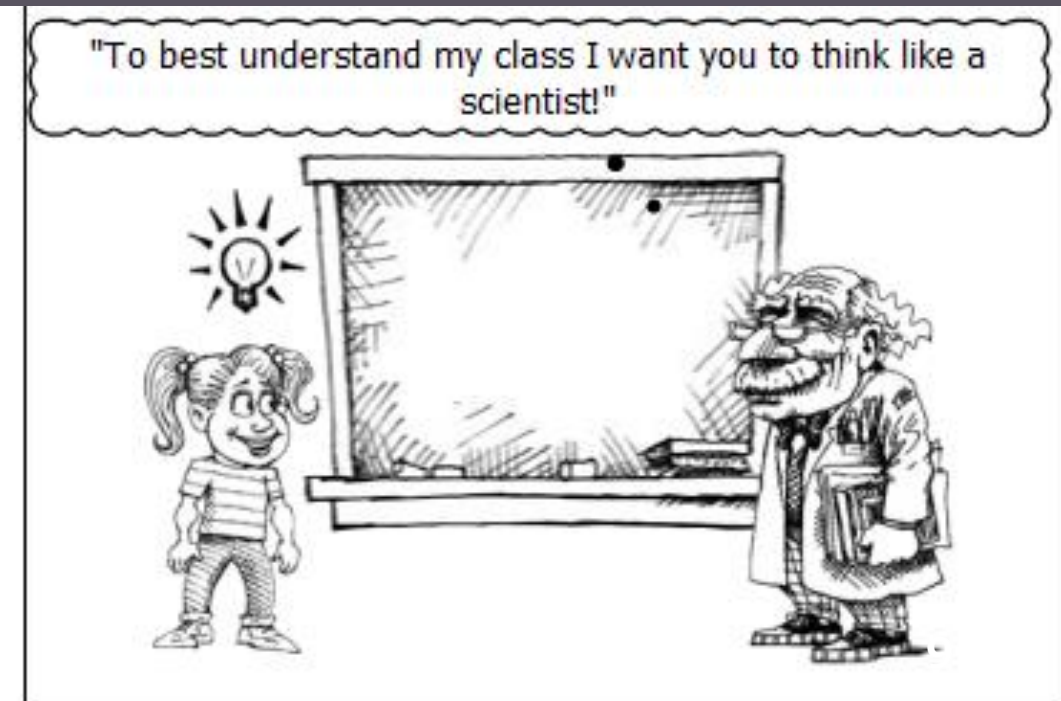
"To best understand my class I want you to think like a scientist!"

www.funnytimes.com

COLLECTIVE TEACHER EFFICACY = *THE COLLECTIVE BELIEF* OF TEACHERS IN THEIR ABILITY TO POSITIVELY AFFECT STUDENTS
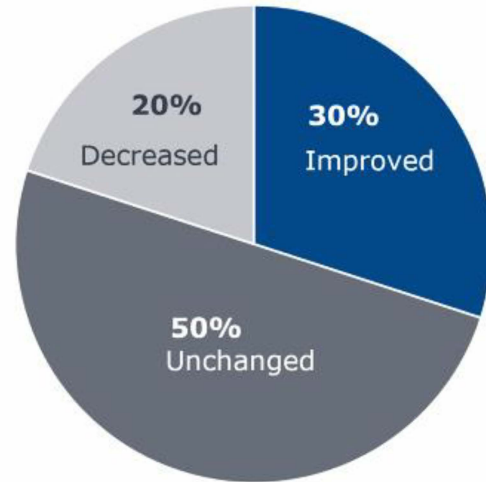
One-Off Training is Not Enough

Teachers Struggle to Bring Their Learning into the Classroom

Inconsistent Translation of Professional Learning to Teacher Practice

% Breakdown of Teacher Performance Change After Participating in Professional Development[1]

- 20% Decreased
- 30% Improved
- 50% Unchanged

Limited Ongoing Implementation Support a Key Barrier

Discrepancy Between Teachers' Desires for Ongoing Support and Reported Experiences[2]

- 89% Believe Ongoing Support is Very Helpful for Improving Practice
- 20% Believe They Receive Ongoing Support

1) N=10,000 teachers; TNTP performance quality review was measured using evaluations and observations over a two-to-three year period.
2) N=20,000 teachers.

Source: Gates Foundation, "Primary Sources: America's Teachers on Teaching in an Era of Change"; TNTP, "Billions of Dollars in Annual Teacher Training is Largely a Waste," 2015; EAB interviews and analysis.

How do you use the instructional framework to reduce variance among classrooms?

How do you use the instructional framework to build efficacy in staff?
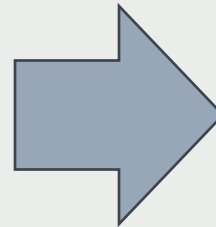
Guiding Questions

Refinement Over Time

MOUNTAIN VISTA COMMUNITY SCHOOL

Instructional Framework

R – Rise To Learn
Opening

Entrance Expectations
Greet at Door
Posted Agendas
Posted Standard/Objective/DOL
WHY of the Lesson
Do Now/Warm-Up (5-7 Min)

A – Apply To Learn
Middle

Close Reading/Annotation
Explicit Vocabulary
Gradual Release
PCR/CR/CER

M – Mingle To Learn
Engagement

Multiple Response Strategies
Structured Conversation

S – Success At Learning
Ending

Debrief/Closure
Preview of Next Day's Lesson
Exit Expectations
Formative Assessment

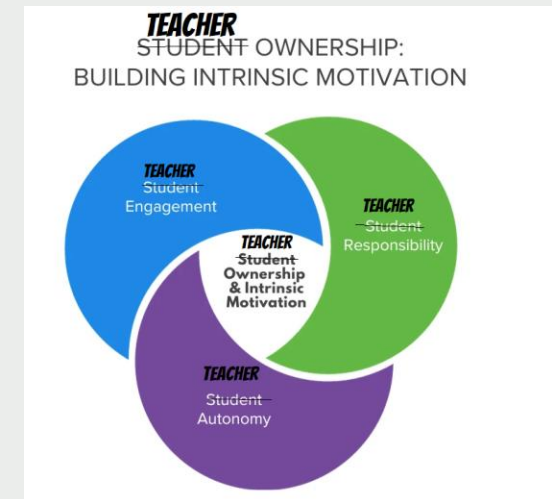---

Mountain Vista Community School

Instructional Framework

R – Rise to Learn
Opening

Entrance Expectations
Greet
Posted Agenda
Posted:
Standard/Objective/Learning Target/Success Critera
Why/Relevancy
Do Now/Warm Up

A – Apply to Learn
Middle

Close Reading
Annotation
Explicit Vocabulary
Feedback

M – Mingle to Learn
Engagement

Discussion Protocols:
Multiple Response Strategies
Structured Conversations
Language Rich Strategies
Randomized Calling

S – Success at Learning
Ending

Debrief/Closure
Preview of Next Day's Lesson
Exit Ticket
Exit Expectations

ADDED
-Learning Target & Success Criteria
-Feedback
-Discussion Protocols
-Language Rich Strategies
-Formative Assessments

ADJUSTED
-Exit Ticket
-Relevancy

STUDENT OWNERSHIP: BUILDING INTRINSIC MOTIVATION

TEACHER
Student Engagement

TEACHER
Student Responsibility

TEACHER
Student Ownership & Intrinsic Motivation

TEACHER
Student Autonomy

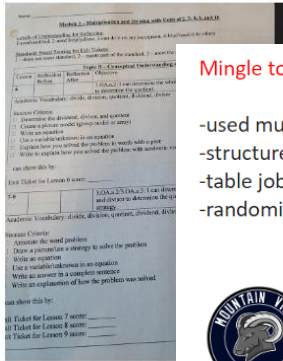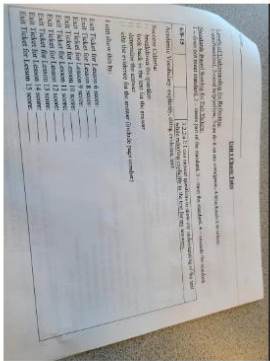Involved multiple stakeholders in revision process (ILT)
Stay the course...focus on BEST FIRST INSTRUCTION
Ensure we highlight the differences in all content areas to shift from buy-in to OWNERSHIP of instructional framework

Building Efficacy in Staff:

- Involve Teacher Leaders in planning/revision process:
  - o Engage ILT members in revision of IF
- Create a Safe Space:
  - o Encourage open dialogue where staff can share needs.
- Align Initiatives:
  - o Ensure all efforts align with our framework and goals. This includes professional learning opportunities.
- Share Exemplars:
  - o Highlight and share successful IF strategies among staff.
- Celebrate Successes:
  - o Recognize and celebrate individual and team achievements.
- Celebrate Data Together:
  - o Analyze and celebrate progress as a team.
- Posted Framework Anchor Chart:
  - o Ensure instructional framework poster present in every classroom.
- Data-Driven Actions:
  - o Use data to set goals and plan next steps.
- Ongoing Learning:
  - o Provide continuous professional development.
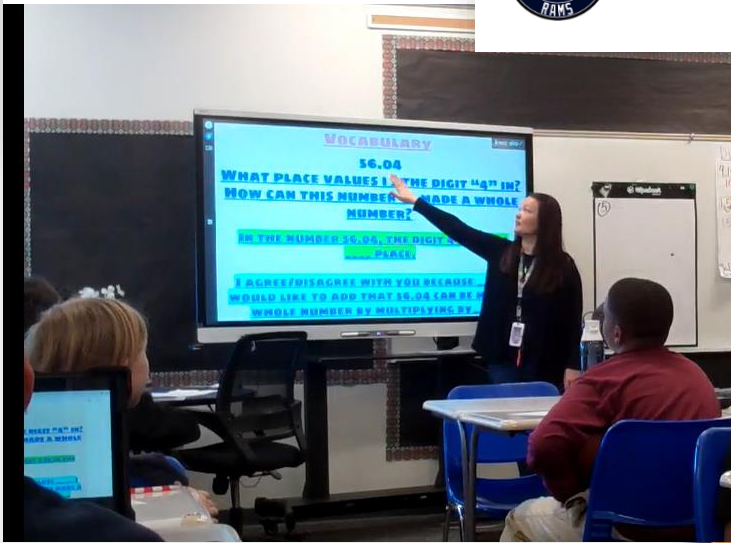
What does professional learning look like?
- Protected time with all staff.
- Consistent and intentional (focusing on components of IF each time)
- Coming back to OUR WHY.
- Front-load then differentiate.
- Providing scaffolds for teachers.
- Cross-curricular examples to reference.
- Embed and model during PD's.
- Ongoing...

Students, today we are learning...

Today we will...

develop clear learning targets and success criteria that align with common core standards, ensuring they are specific, measurable, and student-centered.

To know how well you are doing and if you are successful...
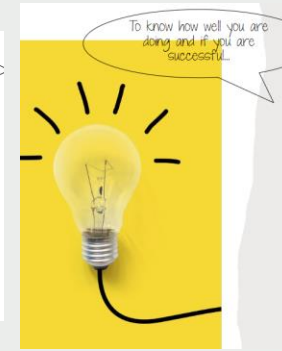
While working with colleagues and coaches, I CAN...
- ☐ identify key standards to align with my learning targets.
- ☐ write clear and concise learning targets that are specific and written in student friendly language.
- ☐ develop success criteria that directly relate to the learning targets.
- ☐ ensure the success criteria are observable and assessable.
- ☐ refine my targets and criteria for clarity and student understanding.

Content Specific Teaching

	ELA (K-5)	ELA (6-8)	Math	Science	Electives (PE)	Electives (Music)
Standard	RI.2.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details.	CCSS.ELA Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3.OA.1.A Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.	MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass and speed of an object.	PE 2.1.C Measure and record personal heart rate before, during, and after moderate to vigorous exercise.	MU 4.2.1 Compose, improvise and arrange melody using rhythm and pitch.
Learning Target	I will be able to identify the main idea and details of the story, "The Spinal Cord & Brain"	I will determine how a text works by... analyzing how the point of view affects the way readers understand the story. analyze the conflict and notice how the characters respond to it.	I can determine the product of whole numbers in multiplication	I will understand how to create and interpret graphs that show the relationship between an	I can identify how my heart rate changed before during and after a given activity	I can compose a section of melody using known rhythms and pitches.
Success Criteria	By... Actively reading the story and looking for key words. Reading the story and understanding the gist of what I read. Drawing conclusions from the text. Using my conclusions of the text to identify the main idea. Using my knowledge of the main idea to identify the details that support the main idea.	While reading a text a second time I CAN... ☐ Generate annotations (highlighting, making notes in the margin) of: --the narrator's point of view -how the narrator's world view changes -evidence of the conflict in this story -evidence of the resolution of the conflict of this story ☐ Engage in a collaborative conversation and/or quick writes to: -State their understanding of theme, internal conflict, and the relationship between character and plot.	Create model area m Write a Use a variabl in an e Explain solved Write t how I s proble math la			

Mountain Vista Community School
Instructional Framework

R - Rise to Learn — Opening
Entrance Expectations Greet Posted Agenda Posted: Standard/Learning Target/Success Criteria Why/Relevancy Do Now/Warm Up

A - Apply to Learn — Middle
Close Reading Annotation Explicit Vocabulary Feedback

M - Mingle to Learn — Engagement
Discussion Protocols: Multiple Response Strategies Structured Conversations Language Rich Strategies Randomized Calling

S - Success at Learning — Ending
Debrief/Closure Preview of Next Day's Lesson Exit Ticket Exit Expectations

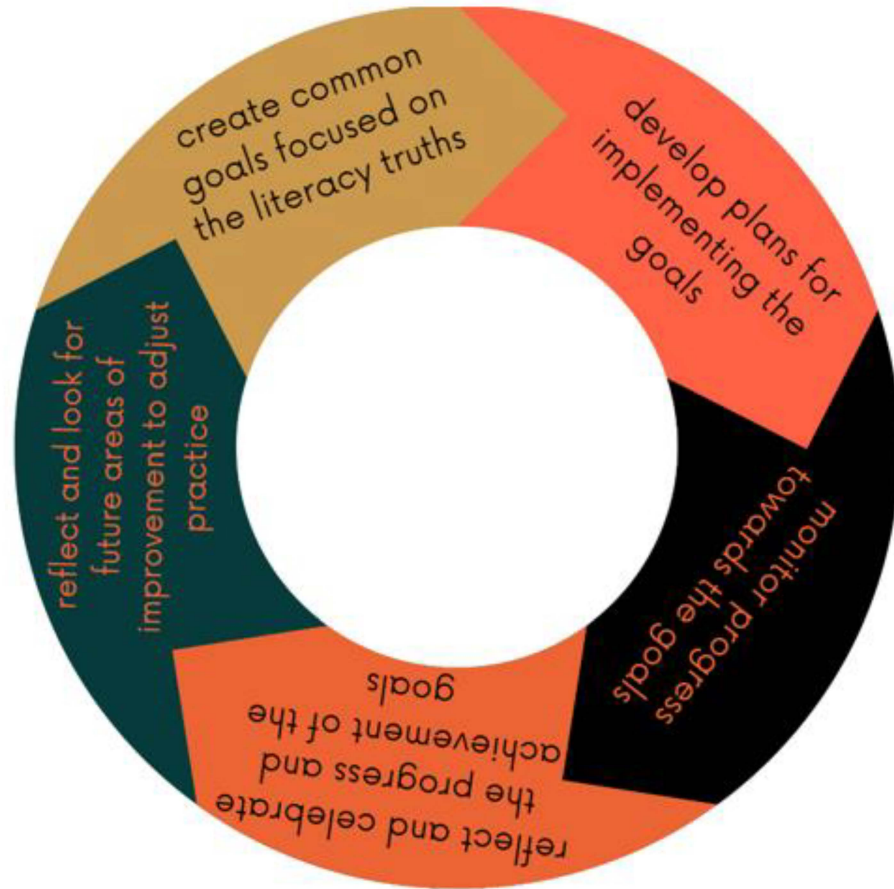## Why an instructional framework?

- Collective Teacher Efficacy - 1.60
- Clear goal intentions - 0.51
- Mastery Learning - 0.61
- Classroom Discussion - 0.82
- Feedback - 0.66
- Explicit Teaching Strategies - 0.57

2024-2025 MVCS PLC PLAN

Rotation Schedule

Instructional Framework
Week 1
8/12*
9/16*
10/28*
1/13*
3/3*
4/21*

LITERACY TRANSFORMS LIVES

create common goals focused on the literacy truths

develop plans for implementing the goals

monitor progress towards the goals

reflect and celebrate the progress and achievement of the goals

reflect and look for future areas of improvement to adjust practice

SYSTEMWIDE COMMITMENT

| WHAT? | WHO? | WHY? | HOW? |

01 Build Knowledge through Reading, Writing and Speaking about Topics Across Content Areas

02 Teach ALL Students to Read

03 Keep Complex Texts at the Center of Reading, Writing, Speaking and Listening

04 Evidence Based Writing in All Content Areas

05 Teachers Make the Difference

06 Horizontal and Vertical Alignment Creates Cohesive Instruction

THANK YOU

Mountain Vista
Community School

2 DISTRICT TWO HARRISON SCHOOLS

Dr. Angela Valdez
avaldez@hsd2.org

Celeste Rivera
cerivera@hsd2.org

Kasey Andrade Smith
kandradesmith@hsd2.org