Colorado Sports Leadership Academy (CSLA) serves a diverse group of approximately 384 students. Formerly known as Scott Carpenter Middle School, Scott Carpenter closed its doors in 2018-2019 and the school was remodeled and rebranded to become Colorado Sports Leadership Academy, a K-8. In 2020-2021, CSLA added Pre-K and currently have two Pre-K classes that consist of approximately 22 students. Our school demographics consist of 85% Hispanic, 11% White, and 1% identify as two or more races. English Language Learners consist of approximately 58% of our student population. 17% of students receive Special Education Services and 80% of students qualify for free and reduced lunches. CSLA also houses two SSN programs that make up 3% of our student population. These programs serve students with severe needs that are medically fragile and have significant medical needs. Colorado Sports Leadership staff consists of 42 staff members, a principal, assistant principal, and a dean.

This past year, Colorado Sports Leadership had a slight increase in student enrollment, due to the closure of Ranum Middle School, making way for Ranum Reimagined. In turn, CSLA added one Special Education Teacher and a non-profit leadership and mentoring program, Colorado Uplift, to support the new incoming middle school students.

Westminster Public Schools (WPS) serves a diverse group of approximately 7,500 students in 18 schools, including two Early Learning Centers (Infant-Preschool), five elementary schools (PK-5), four PK-8 schools, four Innovation Schools (PK-8), one middle school (6-8), one comprehensive high school, one alternative high school, one online program (Westminster Virtual Academy), and a highly structured therapeutic Day Treatment Program (Instructional Services Center). The district employs about 1,070 personnel including 650 licensed teachers and administrators and 420 educational support professionals. Of the licensed teachers, 70 percent have advanced degrees with an average of 11-15 years of teaching. Students are characterized by significant socioeconomic challenges, a high rate of mobility, and English language barriers. The majority of students are Hispanic (74 percent), most qualify for free or reduced lunch (77 percent) with (62 percent) of the 77 percent are free, and just under half (38 percent) are English learners. WPS has (11.3 percent) of students’ moving in or out of the district several times during a given school year.

**Competency-Based Education**

In the 2009-10 school year, Westminster Public Schools elected to move from the traditional method of schooling toward an innovative approach which is referred to as a “Competency Based System (CBS)”. The entire school district from preschool through grade 12 is organized around engaging learners in 21st century skills, working at learner developmental instructional levels, and advancing only when they have demonstrated competency or mastery of each concept and skill. WPS is known locally and nationally as an early adopter and leader in Competency Based Education. WPS’ approach to schooling is based on four core beliefs:
● Learning is the Constant (learning matters most)
● Time is the Variable (time matters least)
● Personalized Delivery
● Systemic and Systematic

In addition to recording and reporting individual student’s attainment of the Proficiency Scales in all courses as a key component of our CBS, the district also monitors course selection and participation to align with each student’s ICAP and trajectory toward graduation as well as identifying any disparities with regard to equity.

**High Reliability Schools™ framework**

Dr. Marzano’s High Reliability Schools™ framework is supported by forty years of educational research. A HRS™ is one in which all students learn the content and skills they need for success in college, careers, and beyond. The framework consists of five levels:

- Level 1: Safe and Collaborative Culture
- Level 2: Effective Teaching in Every Classroom
- Level 3: Guaranteed and Viable Curriculum
- Level 4: Standards-Referenced Reporting
- Level 5: Competency-Based Education

The framework is based on the notion of continuous improvement, via the use of leading and lagging indicators. In order for educators to know what to work on and how to measure success at each level, school leaders need ways to assess their school’s current status, gauge their progress through each HRS™ level and confirm achievement for each level. Leading and lagging indicators are useful tools to these ends. The distinction between leading and lagging indicators is: that leading indicators show what a school should work on to achieve a high-reliability level (indicators provide direction), and lagging indicators are the evidence a school provides to validate its achievement of a high-reliability level (educators provide proof), particularly in areas where there is general agreement that the school is not doing well.

As WPS engages all schools in pursuing Levels 1-5 of the High Reliability Schools™ framework. This provides schools with the flexibility and autonomy to select indicators within the five levels, in order to approach unified improvement planning aligned to their specific student needs, data, priority performance challenges, and root causes. By balancing a cohesive district-wide framework with empowerment of schools to prioritize efforts based on their own needs, the process holds true meaning for their stakeholders. The High Reliability Schools™ framework guides deeper systemic implementation of competency based education and the Westminster Instructional Model, which is comprised of 60 strategies that fall within five domains: (1) Feedback, (2) Content, (3) Context, (4), Agency, and (5) Professionalism.
In 2020-2021, Colorado Sports Leadership Academy was working on implementing curriculum and strategies to foster a culture that is safe and collaborative for both students and staff as we worked toward HRS Level 1. We are currently still on this journey to completing Level 1 and have started working on HRS Level 2. Focusing on this will help us also improve our student’s academic success.

**Renaissance STAR Assessment**

Last year, Westminster began the transition to a new district assessment tool, and after one year of district-wide implementation, it is evident that Renaissance STAR Assessment Suite has provided WPS with accurate, trustworthy data about students’ achievement and growth. Benchmark assessments will continue to be given three times a year to gather relevant information about a student’s performance and progress throughout the school year so that the teachers, administrators, and other stakeholders can take actionable steps to support our students and their needs. This suite provides diagnostic and formative/summative assessments that will be used in Unified Improvement Planning for state reporting.

**Prior Year Targets**

Throughout the 2020-2021 school year:

- CSLA focused on creating a safe and collaborative environment to reach High Reliability Schools, Level 1 accreditation
  - Using High Reliability Schools Level 1 indicators, CSLA worked toward identifying and making necessary adjustments to help create an environment that was safe and collaborative among students, parents, and staff. Using the Plan, Do, Check, and Adjust Model, CSLA is currently still working towards Level 1 accreditation and Level 2 accreditation.

- CSLA focused on providing additional SEL Support to all students as a response to COVID and students feeling supported and connected at school.
  - A team of staff members created grade level Social Emotional Lessons that were embedded into every student’s day that supported students social well being
  - Our Panorama survey results showed an increase in social emotional support for students from BOY to EOY in the 2020-2021 school year.

- CSLA focused on improving reading achievement and growth using DIBELS and Renaissance data.
  - Focused on Early Literacy intervention support using supplement programs such as Implementation of Structured Literacy, Lexia, and Literacy Interventions.
  - Majority of staff completed the LETRS training and are supported by one of the District’s Literacy Coaches and a Structured Literacy Coach

**Current Performance**
<table>
<thead>
<tr>
<th>Measure</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMAS ELA Proficiency</td>
<td>15.2%</td>
<td>14.8%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>School Overall</td>
<td>21.9%</td>
<td>21.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>36.7%</td>
<td>36.7%</td>
<td>36.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Acadience Reading (DIBELS) Proficiency</td>
<td>25.9%</td>
<td>21.9%</td>
<td>-4.0%</td>
</tr>
<tr>
<td>Beginning of Year 2022-2023</td>
<td>12.1%</td>
<td>12.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>School Overall</td>
<td>13.9%</td>
<td>13.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>50.8%</td>
<td>50.8%</td>
<td>50.8%</td>
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</tr>
<tr>
<td>Star Early Literacy Proficiency Rate (District Benchmark)</td>
<td>6.1%</td>
<td>6.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fall 2022-2023</td>
<td>9.6%</td>
<td>9.6%</td>
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</tr>
<tr>
<td>School Overall</td>
<td>23.2%</td>
<td>23.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>61%</td>
<td>61%</td>
<td>61%</td>
<td>0.0%</td>
</tr>
<tr>
<td>CMAS Math Proficiency</td>
<td>3.8%</td>
<td>3.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>School Overall</td>
<td>34.3%</td>
<td>34.3%</td>
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</tr>
<tr>
<td>48.5%</td>
<td>48.5%</td>
<td>48.5%</td>
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</tr>
<tr>
<td>Star Reading Proficiency Rate (District Benchmark)</td>
<td>11.1%</td>
<td>11.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fall 2022-2023</td>
<td>11.1%</td>
<td>11.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>School Overall</td>
<td>17.8%</td>
<td>17.8%</td>
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</tr>
<tr>
<td>52.4%</td>
<td>52.4%</td>
<td>52.4%</td>
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</tr>
<tr>
<td>Enrollment</td>
<td>No school goal set</td>
<td>No school goal set</td>
<td>No change</td>
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<tr>
<td>ACCESS for ELLs Proficiency</td>
<td>15.1%</td>
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</tr>
<tr>
<td>2021-2022</td>
<td>12.0%</td>
<td>12.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>School Overall</td>
<td>29.7%</td>
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<tr>
<td>42.5%</td>
<td>42.5%</td>
<td>42.5%</td>
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</tr>
<tr>
<td>Star Math Proficiency Rate (District Benchmark)</td>
<td>11.3%</td>
<td>11.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fall 2022-2023</td>
<td>11.3%</td>
<td>11.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>School Overall</td>
<td>23.5%</td>
<td>23.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>44.4%</td>
<td>44.4%</td>
<td>44.4%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

*Note: Changes reflect the difference from the previous year.*
# HRS Level 1 Student Questions: Supports and Environment

What feedback did students have for their school?

**Grades 3-5**

<table>
<thead>
<tr>
<th>Topic</th>
<th>🌟 Percent Favorable</th>
<th>Change since Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valuing of School</td>
<td>96%</td>
<td>▲ 3</td>
</tr>
<tr>
<td>Rigorous Expectations</td>
<td>93%</td>
<td>▲ 2</td>
</tr>
<tr>
<td>Supportive Relationships</td>
<td>91%</td>
<td>▲ 6</td>
</tr>
<tr>
<td>School Climate</td>
<td>84%</td>
<td>▲ 7</td>
</tr>
<tr>
<td>Sense of Belonging</td>
<td>83%</td>
<td>▲ 12</td>
</tr>
</tbody>
</table>

Greatest increase
### Grades 6–12

<table>
<thead>
<tr>
<th>Topic</th>
<th>% Percent Favorable</th>
<th>Change since Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valuing of School</td>
<td>74%</td>
<td>0</td>
</tr>
<tr>
<td>Rigorous Expectations</td>
<td>70%</td>
<td>6</td>
</tr>
<tr>
<td>Supportive Relationships</td>
<td>70%</td>
<td>-3</td>
</tr>
<tr>
<td>School Climate</td>
<td>66%</td>
<td>0</td>
</tr>
<tr>
<td>Cultural Awareness and Action</td>
<td>61%</td>
<td>0</td>
</tr>
<tr>
<td>Sense of Belonging</td>
<td>53%</td>
<td>4</td>
</tr>
<tr>
<td>Grade</td>
<td>21-22 BOY</td>
<td>21-22 MOY</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>K</td>
<td>18(90%)</td>
<td>19(90%)</td>
</tr>
<tr>
<td></td>
<td>5(19%)</td>
<td>4(15%)</td>
</tr>
<tr>
<td></td>
<td>2(8%)</td>
<td>3(11%)</td>
</tr>
<tr>
<td></td>
<td>1(4%)</td>
<td>1(4%)</td>
</tr>
<tr>
<td>1</td>
<td>25(73%)</td>
<td>30(94%)</td>
</tr>
<tr>
<td></td>
<td>5(15%)</td>
<td>3(8%)</td>
</tr>
<tr>
<td></td>
<td>1(3%)</td>
<td>3(8%)</td>
</tr>
<tr>
<td>2</td>
<td>21(72%)</td>
<td>28(76%)</td>
</tr>
<tr>
<td></td>
<td>4(14%)</td>
<td>2(6%)</td>
</tr>
<tr>
<td></td>
<td>4(14%)</td>
<td>3(9%)</td>
</tr>
</tbody>
</table>
## Trend Analysis

- Students in grade levels third through fifth grade had an increase in all HRS areas of a Safe and Collaborative Environment according to the Panorama Survey.
- 53% of students in grades sixth through eighth grade reported favorable feelings in feeling a sense of belonging at school. While this is up from 49%, it is still well below our school goal of 75% or higher.
- Students in grade levels sixth through eighth had the greatest increase in the area of Rigorous Expectations, 6%, according to the Panorama Survey.
- SEL: Emotional Regulation - While students indicated that they increased 15 percentage points from fall 2021 to fall 2022 in perceived ability to regulate emotions, the area of Emotional regulation still remains as the greatest area of growth for students with a favorable response rate of 58%. Our district targets 15 specific competencies, based on the CASEL domains. The percent favorable response rates are as follows for grades 3-5: 48%.
- Acadience DIBELS Reading Proficiency is at 25.9%, at BOY compared to 24.7% at BOY for last school year.
- ACCESS for English Language Learners Proficiency Levels had a slight trend upward from 2020-2021 of 10.7% to 15.1% in 2021-2022.
Mathematics achievement according to STAR Renaissance, showed a slight increase of 2.3% from 2020-2021 BOY to 2021-2022 BOY. This still continues to be an area of focus as we are well below the state benchmark.

Reading achievement according to STAR Renaissance showed an upward trend from 2021-2022 BOY to 2021-2022 EOY.

While we have gained enrollment with the closing of Ranum Middle School from 395 to 412, we have seen a slight decline in attendance from 2020-2021, from 88.1% to 87%.

### Priority Performance Challenges

#### PPC 1: Student Engagement:
- Student engagement levels continue to be low as evidenced by low attendance, increased behavior challenges, and student survey feedback on climate and culture survey for students in grade 6-8, specifically in the area Sense of Belonging.
- **What does success look like:** An increase of students responding favorably to panorama surveys and an increase in student attendance.

#### PPC 2: Reading Skill Deficiencies:
- English Language Arts performance shows that 36.7% of students did meet expectations on CMAS and 52.4% of students scored below the 10th percentile, putting them on urgent intervention according to STAR Renaissance data.
- Acadience DIBELS Reading Proficiency is at 25.9%, at BOY compared to 24.7% at BOY in 2020-2021. This is still well below statewide minimum expectations.
- **What does success look like:** Individual students will meet/exceed their EOY GLE Math goal in Empower and demonstrated at/above the 50%tile in Renaissance Star Math.

#### PPC 3: Mathematics Knowledge and Application:
- Mathematics proficiency rates show that 49% of students did not meet expectations on CMAS data and 43.4% of students are on urgent intervention according to STAR Renaissance Math Proficiency data. This is well below state minimum expectations.
- **What does success look like:** Individual students will meet/exceed their EOY GLE Literacy goal in Empower and demonstrate at/above the 50%tile in Renaissance Star Reading and Early Literacy.

### Root Causes (Adjustments)

#### PPC 1: Student Engagement:
- No structures have been formally explored during professional learning for systems that support peer-to-peer connections and how students define and demonstrate respect for one another. (PPC 1)
- Teachers need a refresher on Kagan and cooperative structures in order to increase engagement and lively pace within the classroom (PPC 1)
- Students do not have the skills for long term goal planning, therefore struggle to see the future and the priority of school. (PPC 1)
- School-wide focus on engaging students in activities that help develop a sense of efficacy and agency need to be increased, in order to help motivate and inspire students. (PPC 1)
- Students need more of an opportunity to collaborate with one another and feel a sense of connectedness to the school in order to feel a sense of belonging. (PPC 1)

#### PPC 2: Reading Skill Deficiencies:
- Insufficient identification of the lowest reading skill to be attained. Teachers must spend time analyzing data to identify the skill to work on and provide direct instruction and student practice using connected text. (PPC 2)
- Teachers must gain a deeper understanding of written response to text and provide direct instruction to students. (PPC 2)
- Students struggle with moving from guided instruction to independent work. Teachers need to help guide students on how to work independently. (PPC 2)
- Lack of teacher knowledge or resources in writing instruction. (PPC 2)

**PPC 3: Math Knowledge and Application:**
- Students need to be given multiple opportunities daily to practice solving multi-step and complex problems. (PPC 3)
- Low reading comprehension of math problems limits students’ understanding of what is required to solve the complex problems. (PPC 3)
- Student work time independently and in center rotations must be designed to be purposeful and accountable. (PPC 3)
- Insufficient direct instruction and student experience responding to modeling and reasoning math problems. (PPC 3)

### Action Planning Tab

**Major Improvement Strategy 1 (Choose a system, process, or target that needs adjustment).**

**Name:** 1.4 Teacher teams regularly interact to discuss issues regarding curriculum, assessment, instruction, achievement of all students.

1.4.1: The schools professional learning structure expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness. (PLCs, CoPs)

1.4.2: PLCs have written goals and the school leader regularly examines the PLC progress toward goals.

1.4.4: Student achievement and growth are analyzed by PLCs.

1.4.7: The principal collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement.

1.4.9: The school has programs and practices in place that ensure teachers collectively provide instruction, support, and assessments on WPS Proficiency Scales regardless of where students are assigned to them as a class. (Marzano SLI.15)

Teacher Teams discuss and address common issues regarding curriculum, resources, assessment, instruction and student achievement.

PLCs will analyze student data to inform instruction and performance.

CoPs will collaborate on unit plans, differentiated instruction, and rigor.

Principal will attend PLC and CoP and help facilitate and provide resources to teachers.

Principal will review PLC and Data Team data and track progress of goals.

<table>
<thead>
<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
</table>
| **Example action steps to select for MIS 1:**
- Identify building-wide supports currently being implemented. Select practices to start, stop, and continue.
- Develop a timeline for implementation of professional learning from targeted specialists, as it relates to personal and relational competency. |
| Example Resources to select for MIS 1:
- Panorama Supports and Environment Survey (HRS for students, staff, families)
- Panorama Student SEL Competencies Survey
- Panorama Teacher Perceptions of SEL Survey |
| - 85% of students will complete PRC competencies survey by 10/15/22
- Within 30 days of completion, student data will be analyzed and three key areas of need will be identified with action plan developed
- Within 30 days of completion, educator perceptual data will be analyzed and action plan developed |
- Identify processes for supporting personal relational competency for adults in the system. Select practices to start, stop, and continue.
- Work in PLC or teams to determine PRC areas of priority to determine scope and sequence (YaaG) - (SaaG)
- Create a plan aimed to promote psychological safety for students and staff, by planning strategies for all to feel safe, significant, respected, and related.
- Administer perceptual survey (Panorama) data collection in order to prioritize needs, based on student voice.
- Provide professional development in response to educator perceptual data (Panorama), based on data of teacher perceptions.
- Families will acknowledge and sign the Student Rights and Responsibilities Handbook during online registration.
- (PBIS) will be updated and shared with faculty and staff with associated rules and procedures shared with all students.
- Specific skills will be targeted using the personal relational proficiency scales.

- **Rethink Ed. Student SEL Self-Assessments**
- **Trauma Responsive Classroom Checklist**
- **Four elements of flourishing SEL team guiding questions**
- **PRC Proficiency Scales**
- **PRC Planning Site**
- **PRC District Instructional Resources Department Resources**

- Developed for three key areas of professional learning
- Within 30 days of completion, data will be analyzed to determine the presence of trauma-responsive practices and action plan
- By November 30, educator activity in Rethink Ed platform will show an increase of 20% as compared to the 22-22 school year
- Introduce proficiency scale topics with staff
- Allow staff to consider PRC content as part of the professional goal setting process, using the staff PRC self-reflection
- Institute **Well-Being Wednesdays** to promote staff wellness
- Emergenetics training for new staff - 9/19
- Obtain PD grouping options from Learning Services for using cognitive diversity groupings for professional learning - 9/30

<table>
<thead>
<tr>
<th><strong>Target Setting (Student Metrics)</strong></th>
<th><strong>Environment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Panorama HRS 1 Teacher Data:</strong></td>
<td><strong>Panorama HRS 1 Teacher Data:</strong></td>
</tr>
<tr>
<td>- +80% of teachers respond favorably that professional learning communities (PLC) are in place.</td>
<td>- +80% of teachers respond favorably that professional learning communities (PLC) are in place.</td>
</tr>
<tr>
<td>- +80% of teachers respond favorably that the school has data-driven stated goals with PLC Teams.</td>
<td>- +80% of teachers respond favorably that the school has data-driven stated goals with PLC Teams.</td>
</tr>
<tr>
<td>- +75% of teachers respond favorably that our school is a safe place.</td>
<td>- +75% of teachers respond favorably that our school is a safe place.</td>
</tr>
<tr>
<td>- +80% of teachers respond favorably that techniques and systems are in place to collect data and information from teachers on a regular basis.</td>
<td>- +80% of teachers respond favorably that techniques and systems are in place to collect data and information from teachers on a regular basis.</td>
</tr>
<tr>
<td>- +80% of teachers respond favorably that school leadership creates conditions that offer formal and informal leadership opportunities, support individuals, and groups to improve their leadership skills.</td>
<td>- +80% of teachers respond favorably that school leadership creates conditions that offer formal and informal leadership opportunities, support individuals, and groups to improve their leadership skills.</td>
</tr>
<tr>
<td><strong>Panorama HRS 1 Student Data:</strong></td>
<td><strong>Panorama HRS 1 Student Data:</strong></td>
</tr>
</tbody>
</table>

+75% of students responded favorably that they feel safe at school
+75% of students responded favorably that they can share their ideas and opinions on how to improve the school with teachers and school leaders.
+75% of students responded favorably that they receive support and respect from adults at school.
+75% of students responded favorably that they have a teacher or adult they can count on from school.

**Academic Targets:**
- Renaissance STAR Early Literacy, Reading and Math: score in at/above the 50th percentile for schoolwide median student growth
  - Measured BOY to MOY
  - Measured BOY to EOY
- Empower GLE: 80% of students quill meet.exceed their Empower Growth Goal in Literacy, Math, Science, and Social Studies
- Empower: 80% of students will achieve their growth goal of 1 to 1.5 years growth by EOY. CSLA will use Renaissance STAR Early Literacy, Reading and Math to track student growth to ensure students meet their growth goal.

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**Action Planning Tab**

**Major Improvement Strategy 2**

**Name:** 2.3 Predominant instructional practices throughout the school are known and monitored.

The predominant instructional practices and description of what success looks like for each one can be found below.

2.3.2. The teachers can describe the predominant instructional practices in the school, specifically the areas of the Westminster Instructional Model that the building instructional leadership team have identified as practices to strengthen during math rotations and literacy block.

2.3.4 School leaders have a system to collect, aggregate, and disseminate classroom observation data to all instructional staff that determine schoolwide instructional strengths and areas of improvement, as well as set buildingwide goals from the collected data.

2.3.6. The school leader regularly evaluates instructional programs and organizational conditions to improve instruction and advance learning (Cognia GL.26)

2.3.7 Knowledge Maps/Thinking Maps. The school ensures that students use Knowledge Maps/Thinking Maps as tools to comprehend various types of texts and write various types of texts (Marzano SLI.8)

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<table>
<thead>
<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
</table>
| - The instructional leadership team in the building will establish a plan to identify specific design areas to prioritize for maximizing student outcomes.  
- PLC’s will use a consistent protocol to generate a collaborative process for professional learning in the specific design areas identified. | - Westminster Instructional Model Folio IV: General Instruction  
- Online tracking form of WIM model to use as observations are conducted. | - Administration will perform weekly classroom walkthroughs and collect data based on using the WIM to measure teacher and student success.  
- Administration will meet with Teachers to conduct feedback conference meetings to |
discuss a small bite-sized action step to enhance instruction.

- By 10/1/22, CSLA and the district walkthrough processes will be discussed with staff to determine efficacy of school WIM focus areas.
- Administration will work with all teaching staff to set a minimum of three WIM goals as a part of staff evaluation tools. These goals are posted on the outside of the teacher’s classroom doors and teacher’s are given direct feedback weekly on their goals.
- Kagan Coaches will present an instructional strategy, a Team Builder or a Classroom Builder structure at staff meetings.
- Administration will conduct weekly meetings with Structured Literacy and District Literacy Coach to monitor progress and make necessary adjustments along the way to ensure student success.
- Teachers will meet weekly with Structured Literacy Coach, District Literacy Coach, and District Math Coach; to help set goals, monitor student progress and unit plan.

<table>
<thead>
<tr>
<th>Target Setting (Student Metrics)</th>
</tr>
</thead>
</table>

**Academic:**
- Renaissance STAR Early Literacy, Reading and Math: score in at/above the 50th percentile for schoolwide median student growth
  - Measured BOY to MOY
  - Measured BOY to EOY
- Empower GLE: 80% of students will meet/exceed their Empower Growth Goal in Literacy, Math, Science, and Social Studies
- Empower: 80% of students will achieve their growth goal of 1 to 1.5 years growth by EOY. We will use Renaissance STAR Early Literacy, Reading and Math to track student growth to ensure students meet their growth goal.
Early Literacy - EL1, EL2, EL3 and Mathematics - M1 and M2

- When the Action Steps and Implementation Benchmarks occur, we expect 85% of students to achieve their individual EOY GLE expectation as reported in the Empower Pacing.

### Action Planning Tab

#### Major Improvement Strategy 3

**Name:** 3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

**What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):**

3.5.1 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals. Reports, graphs, and charts are regularly updated to track growth in student achievement.

3.5.2 Student achievement is examined from the perspective of value-added results. Results for multiple types of assessments are regularly reported and used (DIBLEs progress monitoring - monthly; Renaissance STAR Early Literacy, Reading and Math progress monitoring - monthly).

**Student Outcomes:** Achievement, Growth, Academic Data

**Academic Targets:**

- Renaissance STAR Early Literacy, Reading and Math: score in at/above the 50th percentile for schoolwide median student growth
  - Measured BOY to MOY
  - Measured BOY to EOY
- Empower GLE: 80% of students will meet/exceed their Empower Growth Goal in Literacy, Math, Science, and Social Studies
- Empower: 80% of students will achieve their growth goal of 1 to 1.5 years growth by EOY. CSLA will use Renaissance STAR Early Literacy, Reading and Math to track student growth to ensure students meet their growth goal.

### Action Steps (Systems Process & Targets)

<table>
<thead>
<tr>
<th>Early Literacy:</th>
<th>Resources</th>
<th>Implementation Benchmarks (Adult Metrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL1. The school will conduct progress monitoring of student early literacy skills per the district’s assessment recommendations (weekly - red/bi-weekly - yellow; monthly - green) as well as 6 week monitoring of student EOY GLE expectations in Empower.</td>
<td>CDE structured literacy scope/sequence</td>
<td>Early Literacy: EL1/M1. The school will conduct 6-week Data Cycles that determine and track efficacy of instruction and intervention strategies dictated by the progress monitoring data. 90% of students are monitored in Acadience per assessment protocols and prescribed timelines.</td>
</tr>
<tr>
<td>EL2. (SL Schools) The school will follow the Structured Literacy scope and sequence to ensure systemic early literacy practices are in place in the classroom.</td>
<td>LETRS pedagogy reflected in teacher lesson plans</td>
<td></td>
</tr>
<tr>
<td>EL3.40 minute Structured Literacy Block outlined within</td>
<td>enVisions curricular resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marzano Compendium and Folios</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current processes used to communicate concurrent enrollment options to students.</td>
<td></td>
</tr>
</tbody>
</table>
the Elementary School Schedule.

Mathematics:
- M1. Student progress targets will be established based on BOY Renaissance data.
- M2. Teachers will utilize planning documents (YaaG, Unit Plans, enVisions scope and sequence, Westminster Instructional Model) to implement appropriate instructional pacing to ensure student learning across the school year.
- M3. Teachers will conduct weekly Meetings with District Math Coach.

Postsecondary Workforce Readiness:
- PS1. Ensure a strategic plan exists to help students connect concurrent enrollment opportunities to their own aspirations (RC4).

Target Setting (Student Metrics)

Early Literacy - EL1, EL2, EL3 and Mathematics - M1 and M2
- When the Action Steps and Implementation Benchmarks occur, we expect 85% of students to achieve their individual EOY GLE expectation as reported in the Empower Pacing.
- DIBELS - 85% of students should meet appropriate growth metrics based on BOY-EOY progress metrics.
- Renaissance - 85% of students should meet student-specific appropriate growth metrics in literacy and math as preset in the system.

Action Planning Tab

Major Improvement Strategy 4

Name: 4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

4.2.1: The school has an assessment system that ensures the use of reliable and valid classroom assessments that ensure each students’ status and growth on specific domains and/or proficiency scales.

4.2.2: The school leverages the Empower Learning Management System to depict both status and growth for individual students and allow for students to be working at multiple levels across different subject areas.
4.2.3: Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

**Academic Targets:**
- Renaissance STAR Early Literacy, Reading and Math: score in at/above the 50th percentile for schoolwide median student growth
  - Measured BOY to MOY
  - Measured BOY to EOY
- Empower GLE: 80% of students will meet/exceed their Empower Growth Goal in Literacy, Math, Science, and Social Studies
- Empower: 80% of students will achieve their growth goal of 1 to 1.5 years growth by EOY. Mesa will use Renaissance STAR Early Literacy, Reading and Math to track student growth to ensure students meet their growth goal.

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<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
</table>
| Empower                                | ● YAAG and Multi-level Instructional Tools  
  ● Empower Reports                       | Empower  
  ● E1: Teacher/student should present growth goals to parents at conferences, etc.  
  ● E1: Empower GLE growth goals should be monitored and included in 6-week data cycle process  
  ● E1: Routine and regular student evidences  
  ● E2: Correlative results are analyzed after each appropriate benchmark |
| Empower                                | ● E1: Every student has an expected Empower GLE growth goal (1.0-1.5 years growth) in Literacy, Math, Science, and Social Studies  
  ● E2: Empower GLEs are accurate and correlate to local and external assessment results | |
| Target Setting (Student Metrics)       | Empower   | |
| Empower                                | ● E1: 85% of students will achieve the expected Empower GLE growth goal  
  ● E2: Increase school-wide correlative results by 25% from EOY ’21-’22 to EOY ’22-’23 | |

**Action Planning Tab**

**Major Improvement Strategy 5**

**Name:** 5.3: Students who have demonstrated advanced competence levels are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.

5.3.1: Any student who has demonstrated the highest level of competence for a subject area has opportunities for advanced study in that subject area (once a student has demonstrated mastery with a score of 3.0, the student will be given the opportunity to work towards a score 4.0).
<table>
<thead>
<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Empower Projected EOY GLEs are the data source used for scheduling students into class rosters</td>
<td>● Empower Projected EOY GLE Reports</td>
<td>● Initial class rosters, with the recommended primary instruction level, are created before the first day of school using previous year’s EOY data</td>
</tr>
<tr>
<td>● Students are academically grouped by Literacy and Math separately</td>
<td></td>
<td>● Class rosters are adjusted by the end of the third week of school after new students are properly leveled</td>
</tr>
<tr>
<td>● Core teachers are provided suggested primary instruction levels for each class roster they are responsible to teach</td>
<td></td>
<td>● The school schedule is designed to allow for a midday transition from Literacy to Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Setting (Student Metrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 95% of students are rostered into classrooms with the primary instructional level that matches his or her Projected EOY GLE</td>
</tr>
<tr>
<td>● 95% of students are academically grouped into appropriate Literacy and Math classrooms</td>
</tr>
</tbody>
</table>