**School Overview- Fairview PK-8**

Fairview is a neighborhood school in Westminster Public Schools. 2022-2023 marks the beginning of our expansion to a PK-8 school. We currently have 330 students which includes 21 preschool aged students. 85% of Fairview’s students are eligible for Free and Reduced Lunch and 52% of our students are English Learners. We have a diverse student body in which 79% of our student population identify as Hispanic, 8% identify as White, 6% identify as Asian, 4% identify as Black, and other students who identify as American Indian or Alaska Native or as having two or more races. Most recent data indicates a 20% mobility rate for our students. Fairview is actively implementing a truancy program (Attend to Attendance) to encourage attendance and a return to our strong instructional focus in response to the impact the Covid 19 pandemic had on our students, staff, and community. This work is important to compensate for last year’s attendance challenges which affected students and staff alike.

Fairview’s community is service oriented. The majority of the 20 licensed staff members have been at Fairview for at least 5 years and are proud to work at a community service focused school. Our community service projects were interrupted during the pandemic; however, Fairview will reestablish a partnership with the MaxFund animal shelter, Food for Thought, and will develop other relationships with organizations that provide community service opportunities. Instructonally, Fairview adheres to a model of Competency-Based Education and aligns with the Westminster Public Schools Instructional Model

**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 "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-Survey Spring
- 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.

**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**

Last year’s targets were to improve student performance in reading, writing, and math as measured by district assessments including Renaissance and Acadience. To address our targets, we provided professional development for Structured Literacy, Write from the Beginning, and we had a math coach available to support teachers. Our 2021-2022 beginning of the year and end of year data are detailed below:

- Star Reading Proficiency Rate: BOY- 22.5% EOY- 27.5%
- Star Math Proficiency Rate: BOY- 13.8% EOY- 19.4%

Our targets also included a focus on reducing the impacts of the Covid 19 pandemic on students’ social-emotional development. Panorama perceptual data demonstrate an increase from 73% to 76% across the year in students feeling safe at our school. This aligns with an increase in students’ use of our Zones Corners to reduce disruptive behaviors as reported by teachers.

- How did things go in implementing planned improvement efforts - Super brief
● Acknowledge previous targets. Were there any bright spots in implementation or effort?

● Describe pivots to pandemic supports.

### Current Performance

- Fairview achieved High Reliability Schools (HRS) Level 1 certification in September 2022.
- We are now working toward HRS Level 2 and Level 3 certification.
- Fairview is rated a Performance school on the 2022 Preliminary Transitional Performance Framework.
- 18.9% of our Emerging Bilingual Students achieved Proficiency on ACCESS.
- Star **Early Literacy** Current Student Growth Percentile (SGP) is 56.9% and the target is >65% (Fall 2022-Fall 2023). 11.3% of students are proficient at district benchmark.
- Star **Reading** Current Student Growth Percentile (SGP) is 71.7% and the target is >65% (Fall 2022-Fall 2023). 19.4% of students are proficient at district benchmark.
- Star **Math** Current Student Growth Percentile (SGP) is 63.0% and the target is >65% (Fall 2022-Fall 2023). 25.6% of students are proficient at district benchmark.
- School wide daily attendance rate is 94.3% and our target is >90%.
- Panorama perceptual data indicate a 5 percentage point decrease in teamwork and an 11 percentage point increase in self-advocacy Personal Relational Competencies in student self-perception in grades 3-5.

### Trend Analysis

Fairview students show growth from beginning of year to end of year assessments, but our current level of proficiency warrants further focus on mastery in order to improve student achievement and performance.

- CMAS data indicate a positive trajectory for student growth, but student achievement remains low as 14% of students met or exceeded expectations in CMAS Math and 17% of students tested at met or exceeded expectations on CMAS ELA.
- 56% of our students are below benchmark on DIBLES
- 2022 Star Assessment data shows a growth rate of 62.2% in math and an overall proficiency rate of 26.5%.
- 2022 Star Assessment data shows a growth rate of 64.7% in Reading and an overall proficiency rate of 18.6%.

**Student Panorama Data:**

- Panorama perceptual data show an increase in favorable perceptions of Sense of Belonging (77%) and Supportive Relationships (83%).
- Panorama perceptual data show a decrease in favorable perceptions of Rigorous Expectations (85%) and School Climate (72%).
- There was no difference in students' perception of Valuing of School (87%).
- In Fall 2021 31% of students responded favorably to questions about Emotion Regulation. In Fall 2022 57% of students responded favorably to the same questions.

- Describe any areas of known patterns, either short or long term.
- Use state assessment, Renaissance, Empower, Panorama
- Include other leading indicator data as appropriate (e.g. attendance). These should reinforce whatever is identified for the PPCs in the next section (make evident why the PPCs focus on the things they do).
**Priority Performance Challenges**

- PPC 1: 56% of students at Fairview are below benchmark on the beginning of year 22-23 DIBELS Assessment.
- PPC 2: 33% of teachers responded favorably that “The school curriculum is focused enough that it can be adequately addressed in the time available to teachers” on the Panorama Survey.
- PPC 3: Mathematics achievement on the CMAS indicates 14% of students met or exceeded expectations.
- PPC 4: According to the Panorama survey data, 76% of students (target 80%) responded favorably when asked about their perception of goal setting.
- PPC 5: 73% of students responded favorably when asked about their perceptions of Empathy and Compassion.

**Root Causes (Adjustments)** - Use column 4 on HRS Template to identify root causes, or from identified areas of need on the WIM

- RC 1: Staff turnover and nonuniform implementation of Structured Literacy has created the need to allocate resources to support teachers in teaching phonics and phonemic awareness skills. (PPC 1)
- RC 2: Writing instruction across the school is not aligned because grades K-2 teach writing by genre and grades 3-6 focus on writing in response to text. (PPC 2)
- RC 3: Professional development is needed to deepen learning for teachers on facilitating math based direct instruction for whole group and small group lessons (WPS WIM), while leveraging the district primary resource: enVisions. (PPC 3)
- RC 4: 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 4)
- RC 5: With pandemic restrictions in place, our students were not able to participate in their service oriented projects to extend their learning.

**Action Planning Tab**

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

**Name:** 1.8 The school allocates resources to improve student performance and organizational effectiveness (time is a resource).

**What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):**
1.8.6- The school leader appropriately directs the training and use of instructional technology to improve teaching and learning (i.e., primary resources, supplementary resources, hardware)

**Aligning Priority Performance Challenge(s):**
- PPC 1: 56% of students at Fairview are below benchmark on the beginning of year 22-23 DIBELS Assessment.

**Aligning Root Cause(s):**
- RC 1: Staff turnover and nonuniform implementation of Structured Literacy has created the need to allocate resources to support teachers in teaching phonics and phonemic awareness skills. (PPC 1)
## Action Steps (Systems Process & Targets)

- All classroom teachers, specialists, and interventionists will be trained in Structured Literacy.
- Faculty and Staff are surveyed annually concerning school operations regarding HRS Level 1.8 indicators.
- Annual school-wide goals are in place that coincide with:
  - School’s 3-year innovation plan
  - School’s 1-year improvement plan
  - District’s strategic plan

## Resources

- Structured Literacy Coach
- Structured Literacy planning book
- Lesson planning support sessions
- District provided lesson planning template
- Title 1 purchased decodable books
- School innovation and improvement plans are distributed through the staff newsletter.
- District strategic plan is available in the school shared drive.

## Implementation Benchmarks (adult Behaviors)

- Structured Literacy Coach supports teachers in creating a data wall to visually support progress monitoring throughout the year. Data wall active on 8/27.
- Teachers use their planning book and/or the district template for daily lesson planning beginning 9/1.
- Decodable texts ordered by September 2022.
- Building leadership team revisits innovation plan, improvement plan, and strategic plan by October 2022.

## Target Setting (Student Metrics) What metric will we expect to know this is successful)

### Environment

- Panorama HRS 1 Data goal is >80% favorable response for each leading indicator.

### Empower Data

- 80% of students at Fairview will grow 1.5 years as measured by their beginning of year to end of year literacy Empower GLE.

## Action Planning Tab

### Major Improvement Strategy 2

**Name:** 2.6 Teachers have the opportunities to observe and discuss effective teaching.

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

2.6.1 Teachers have regular times to meet and discuss effective instructional practices (i.e., lesson study, Communities of Practice, EdCamp, PLCs)

**Aligning Priority Performance Challenge(s):**

- PPC 2: 33% of teachers responded favorably that “The school curriculum is focused enough that it can be adequately addressed in the time available to teachers” on the Panorama Survey.

**Aligning Root Cause(s):**
RC 2: Writing instruction across the school is not aligned because grades K-2 teach writing by genre and grades 3-6 focus on writing in response to text. (PPC 2)

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| - The instructional leadership team in the building will establish a plan to identify specific writing related news and to prioritize teaching for maximizing student outcomes. | - Write from the Beginning  
- Thinking Maps  
- Content embedded writing  
- Professional Learning Communities  
- Westminster Instructional Model Folio IV: General Instruction | - By May 2023, school and district walkthrough processes will be discussed with staff to determine efficacy of school WIM focus areas.  
- Principal and Assistant Principal will work with all teaching staff to set a minimum of three WIM goals as a part of staff evaluation tools.  
- By May 2023, each teacher will observe one person from their PLC to observe and discuss instructional practices. |
| - PLC’s will use a consistent protocol to generate a collaborative process for professional learning in writing instruction and assessment. | | |
| - Teachers or instructional leaders will identify a colleague to observe and reflect on instruction with. | | |

Target Setting (Student Metrics)

Writing
- When the Action Steps and Implementation Benchmarks occur, we expect 85% of students to meet their writing related goals on their level specific Proficiency Scales in Empower.

Action Planning Tab

Major Improvement Strategy 3

Name: 3.5 The school engages in continuous improvement processes that produces evidence, with measurable results of improving student learning and professional practice.

What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):
100% of Fairview teachers will receive feedback based on the Westminster Instructional Model to discuss, reflect on, and improve math instruction.

Aligning Priority Performance Challenge(s):
- PPC 3: Mathematics achievement on the CMAS indicates 14% of students met or exceeded expectations.
## Aligning Root Cause(s):
- RC 3: Professional development is needed to deepen learning for teachers on facilitating math based direct instruction for whole group and small group lessons (WPS WIM), while leveraging the district primary resource: enVisions. (PPC 3)

### Action Steps (Systems Process & Targets)

- Student progress targets will be established based on BOY Renaissance data
- 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.
- Teachers will meet with their Professional Learning Community to discuss math instruction and create/review common assessments

### Resources
- District Math Coach
- School Math Leader
- enVisions curricular resources
- Marzano Compendium and Folios

### Implementation Benchmarks (Adult Metrics)
- Evidence of enVisions lesson and scope/sequence as seen in teacher YaaG, Unit and lesson plans.
- Teachers will meet twice per semester with the district math coach.
- Teachers will meet monthly with their Professional Learning Community and/or school math lead.

### Target Setting (Student Metrics)

**Mathematics**
- When the Action Steps and Implementation Benchmarks occur, we expect 85% of students to achieve their individual EOY Math GLE expectation as reported in the Empower Pacing.
- Renaissance - 85% of students should meet student-specific appropriate growth metrics in math as preset in the system.

### Action Planning Tab

**Major Improvement Strategy 4**

**Name:** 4.1 Clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

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

4.1.1 Each student in our school uses a data/leadership notebook to track his or her progress on individual academic and non-academic goals
Aligning Priority Performance Challenge(s):
● PPC 4: According to the Panorama survey data, 76% of students (target 80%) responded favorably when asked about their perception of goal setting.

Aligning Root Cause(s):
● RC 4: 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 4)

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<tr>
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<tbody>
<tr>
<td>Empower</td>
<td>YAAG and Multi-level Instructional Tools</td>
<td>Empower</td>
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<tr>
<td>E1: Every student has an expected Empower GLE growth goal (1.0-1.5 years growth) in Literacy, Math, Science, and Social Studies</td>
<td>Empower Reports</td>
<td>E1: Teacher/student should present growth goals to parents at conferences, etc.</td>
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<tr>
<td>E2: Empower GLEs are accurate and correlate to local and external assessment results</td>
<td>Data notebooks</td>
<td>E1: Empower GLE growth goals should be monitored and included in 6-week data cycle process</td>
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<td></td>
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<td>E1: Routine and regular student evidences</td>
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<td></td>
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<td>E2: Correlative results are analyzed after each appropriate benchmark</td>
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Target Setting (Student Metrics)

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.

What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):
5.3.1 Students are provided opportunities to demonstrate competence in and outside of the school through applied learning with real world connections

Aligning Priority Performance Challenge(s):
● PPC 5: 73% of students responded favorably when asked about their perceptions of Empathy and Compassion.
Aligning Root Cause(s):
- RC 5: With pandemic restrictions in place, our students were not able to participate in their service oriented projects to extend their learning.

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| - Empower Projected EOY GLEs are the data source used for scheduling students into class rosters | - Empower Projected EOY GLE Reports  
- Community partnership with MaxFund  
- Community partnership with Food for Thought | - Initial class rosters, with the recommended primary instruction level, are created before the first day of school using previous year’s EOY data  
- Class rosters are adjusted by the end of the third week of school after new students are properly leveled  
- Each child participates in one service learning project by May 2023. |
| - Core teachers are provided suggested primary instruction levels for each class roster they are responsible to teach | | |
| - Teachers will provide service oriented opportunities for students to apply their learning with real world connections | | |

Target Setting (Student Metrics)
- 100% of students are rostered into classrooms with the primary instructional level that matches his or her Projected EOY GLE
- 100% of students are academically grouped into appropriate Literacy and Math classrooms