# Harris Park Elementary UIP 2022-23

## Data Analysis Tab

### Brief Description

**Overview**
Harris Park is an elementary school, located in the southern part of Westminster and the most western part of the 7-8,000 student district. Harris Park's enrollment for 2022-2023 is 226 in grades PK-5. The majority of students are Hispanic (62 percent), most qualify for free or reduced lunch (83 percent) with English Language learners representing 23% of our student population. 34% of Harris Park students have moved in or out of the school since August of 2022. (Based on data pulled 9/27/2022)

The district has done an analysis of available early childhood education programs in the footprint of Harris Park Elementary. There are no formal early childhood programs in the Harris Park area as a local ECE partner program closed in the past few years and the remaining programs are non-licensed family, friend, and neighbor care. To that end, Harris Park is conducting the following steps to assist in the transition for early childhood students into the K-5 programming at the school:

- Hosting an in-house Colorado Preschool Program (CPP) classroom at Harris Park for 16 students.
- Conducting kindergarten “open house” sessions in the spring of each year to welcome interested early childhood students.
- Working closely with the Early Learning Center at Gregory Hill to help set up successful transitions for incoming students from WPS preschool programs.
- Utilizing Teaching Strategies GOLD to conduct authentic assessments for incoming kindergarten students to help understand areas of strengths and weaknesses of students.

Every student has equitable access and opportunity to participate in all course offerings. All courses have balanced distribution across demographic groups.

Harris Park is a computer science focus school, utilizing Project Lead the Way curriculum.

This UIP was developed as a collaborative team with staff, building leadership team, BAAC, and our PTA.

### 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.

Harris Park is engaged in pursuing High Reliability Schools (HRS) levels 1-5. The HRS framework allows autonomy to approach unified improvement planning by encompassing our unique student needs, school data, priority performance challenges, and root causes. By balancing HRS priorities with those of Harris Park, it not only improves alignment but becomes more meaningful for all 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. As of June 2022, Harris Park has accomplished HRS Level 1 certification.

**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 Harris Park 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 with a pilot of the Curriculum Based Measures (CBM)s.

**State Accreditation Status**

Currently, WPS is designated as accredited with an 'Improvement' rating in Colorado’s accountability system. In 2019, Harris Park’s designation was Improvement. Harris Park’s transitional performance framework designation in 2022 is turnaround.
**Cognia Accredited Status**  
Fully accredited for a five year term.

**Prior Year Targets**

All core teachers engaged in evidence based training for teaching reading (LETRS, collegiate coursework, PRAXIS assessment) and were able to provide appropriate literacy instruction. Teachers did not implement Kagan structures as expected. This may be due to lack of training and / or concerns regarding transmission of COVID. Teachers were able to modify instruction based on data, and discussed methodology during monthly data meetings. Students engaged in monthly progress monitoring through STAR Renaissance (math and reading) and DIBELS (reading) assessments. Tutoring was offered from 3-4pm on Mondays, Tuesdays, Thursdays, and Fridays and served approximately 40 students. Scholars Unlimited had approximately 12 participants. Reading Partners provided 1:1 tutoring for 52 students and did prioritize level 2 students followed by level 1 and level 3. Some teachers were able to teach math utilizing the 4 daily components from EnVisions. Teachers were aware of pacing guides and did not use pacing guides with fidelity to plan instruction.

**2021-2022 Annual Performance Targets**

- **Reading Comprehension, Academic Achievement**
  - 70% of all students will meet their EOY stated goals as measured by Renaissance STAR Literacy assessments, *did not meet*
  - 100% of students will successfully complete at least one year’s worth of level accomplishment in Lexia, *did not meet*
  - 85% of students on grade level will accomplish 1 year of targets in Empower, scoring 3.0 or higher, *did not meet*
  - On CMAS ELA, students will accomplish a mean scale score of 723.3. Results: 709.8 (3: 705, 4: 702, 5: 722), *did not meet*

- **Significant Reading Delay, Academic Achievement**
  - 70% of students who are currently behind will increase their literacy scores more than the stated goal as measured by Renaissance BOY-EOY growth metrics, *did not meet*
  - Students who are currently behind will successfully complete at least two years worth of level accomplishment in Lexia, *did not meet*
  - 70% of students who are behind will accomplish 1.5 years in Empower, scoring 3.0 or higher, *did not meet*
  - On CMAS ELA, students will accomplish a mean scale score of 723.3. Results: 709.8 (3: 705, 4: 702, 5: 722), *did not meet*

- **Math Computation and Fluency, Academic Achievement**
  - 70% of all students will meet their EOY stated goals as measured by Renaissance STAR Math assessments, *did not meet*
  - 85% of students on grade level will accomplish 1 year of targets in Empower, scoring 3.0 or higher, *did not meet*
  - 70% of students who are currently behind will accomplish 1.5 years of targets in Empower, scoring 3.0 or higher, *did not meet*
  - On CMAS Math, students will accomplish a mean scale score of 720. Results: 705.4 (3: 703, 4: 729, 5: 706, *did not meet*

**ACCESS**

- Median growth for students working towards English language proficiency was 53.5, earning a rating of *meets*
- 54.5 percent of students working towards English language proficiency are on track, earning a rating of *approaching*

**Academic Growth**

- ELA: To increase the median growth percentile for all students to 55.0 by the end of the year on CMAS. Results, n<20, *n/a*
- Math: To increase the median growth percentile for all students to 55.0 by the end of the year on CMAS. Results, 24.0, *did not meet*
### Additional

- Increase student enrollment and completion of concurrent enrollment by 20% over 2020-2021 number, enrollment declined, *did not meet*
- Completion of Graduation Guidelines tracking tool to assist high school staff in supporting student successful completion and demonstrated readiness for graduation. Students in 5th grade completed ICAP (future planning) and job and career week with future planning, *met*

### Current Performance

#### State Accreditation Status

- In 2019, Harris Park’s designation was Improvement
- Harris Park’s transitional performance framework designation in 2022 is turnaround

#### High Reliability Schools

- Harris Park achieved High Reliability Schools Level 1 certification in June of 2022
- Harris Park is striving to achieve Level 2 & 3 certification by June of 2023

#### Panorama Survey Data, 2021-2022

- 100% of staff know the emergency procedures, regularly practice implementing those procedures, and understand our emergency procedures are updated regularly
- 95% of staff identify the school as a safe place
- 95% of staff state professional learning communities (PLCs) process in place, have stated goals, analyze student achievement and growth data, and that school leaders regularly examine progress towards their goals
- 100% of staff indicate there are data teams and processes in place, school leaders collect and review data, and that data teams focus on student achievement
- 92% of students self identify as knowing the rules and procedures at school
- 91% of students state it is important to do well in classes
- 86% of students state their teacher encourages them to do their best
- 69% of students state their accomplishment of goals or something important is noticed and celebrated
- 90% of our students have a critical friend within the school they can count on
- 87% have a teacher or adult they know they can count on to support them
- 86% of students know what to do if they see bullying or unsafe behavior
- 100% of families stated school leaders manage time to focus on instruction
- 100% of our families state Harris Park has clear and specific rules and procedures
- 100% of families state their child is happy at school
- 100% of families identify school as a safe place
- 97% of families state their child’s accomplishments are celebrated

### DIBELS
### Percentage of students at or above grade level (scoring in green and blue)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2021-2022 EOY</th>
<th>Grade Level</th>
<th>2022-2023 BOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>40</td>
<td>K-3</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K</td>
<td>33</td>
</tr>
<tr>
<td>K</td>
<td>26</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>1</td>
<td>49</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>2</td>
<td>39</td>
<td>3</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2021-2022 DIBELS BOY to EOY Progress
- DIBELS scores indicate **Average Progress** for our students in K-3 as a whole
- 2nd and 3rd grade both showed **Above Average Progress** between BOY and EOY
- 1st grade showed **Below Average Progress**. However, the percentage of students at or above grade level is significantly higher than in years prior
- Kindergarten showed **Well Below Average Progress** between BOY and EOY. This will be addressed.

### 2022-2023 STAR Renaissance Literacy

#### Percentage of students at or above 50 PR (scoring in green)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2021-2022 EOY</th>
<th>Grade Level</th>
<th>2022-2023 BOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>K (EL)</td>
<td></td>
<td>K (EL)</td>
<td>31</td>
</tr>
<tr>
<td>K</td>
<td>38</td>
<td>1 (EL)</td>
<td>29</td>
</tr>
<tr>
<td>1</td>
<td>43</td>
<td>2 (EL 26 S)</td>
<td>8</td>
</tr>
<tr>
<td>2 (EL 21 S)</td>
<td>24</td>
<td>2 (Rdg 23 S)</td>
<td>13</td>
</tr>
<tr>
<td>2 (Rdg 5 S)</td>
<td>80</td>
<td>3 (Rdg)</td>
<td>16</td>
</tr>
<tr>
<td>3 (Rdg)</td>
<td>19</td>
<td>4 (Rdg)</td>
<td>17</td>
</tr>
<tr>
<td>4 (Rdg)</td>
<td>13</td>
<td>5 (Rdg)</td>
<td>10</td>
</tr>
</tbody>
</table>
2021-2022 STAR Renaissance Literacy, BOY to EOY Progress
- The percentage of students accomplishing at or above level in early literacy increased 29% in Kinder and 33% in level 1
- 43% of students in level 1 were on level by the end of year, and 19% scored blue (just below on level)
- Levels 2 through 5 did not show significant increase in students performing at or above level

2022-2023 STAR Renaissance Math

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2021-2022 EOY</th>
<th>Grade Level</th>
<th>2022-2023 BOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>-</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>1</td>
<td>42</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>26</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>29</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

2021-2022 STAR Renaissance Math, BOY to EOY Progress
- The percentage of students accomplishing at or above level in math increased 18% in level 1, resulting in 42% of students being on level and 31% of students being just below level (blue)
- The percentage of students in level 4 accomplishing at or above level in math increased 21% between the beginning and end of year

Trend Analysis

**Stable - READ ACT**
Trends in data regarding number of students on grade level: In our trend analysis, at the end of year 2021-2022, only 26% of students in Kindergarten were at or above grade level. In the three previous academic years, our data indicate that 55-80% of students in Kindergarten score at grade level at the EOY benchmark testing. 35% of 2021-2022 1st grade age students entered kindergarten at or above grade level. That increased to 44% by the end of the year. In prior years, 6-53% of students enter 1st grade scoring benchmark at the BOY, and that remains flat as 16-53% of students exit first grade at grade level on EOY benchmarks. In three year's data, we have not seen an increase in students scoring at grade level as they progress through grades. The exception in 2021-2022 data are the 4th grade age students where 8% scored at or above grade level in the beginning of the year, and 38% scored at or above grade level by the end of the year. However, historical data indicate no increase in the percentage of students scoring at grade level from the BOY 1st grade throughout their elementary years.

**Increasing then decreasing - MATH**
In 2022, Harris Park students achieved a mean scale score of 705.4. In 2021, Harris Park did not have a high enough N count to receive data for CMAS math. Harris Park students had a Mean Scale Score (MSS) of 714.0 in 2018-2019, 713.9 in 2017-2018, and, 713.0 in 2016-2017. In 2022, 3rd graders had a MSS of 703, 4th’s MSS was 729, and 5th’s MSS was 706. This is significant because all of these scores are lower than the MSS necessary to meet state expectations (734.3).

**Not enough data - Reading Growth**
HPE did not have a high enough N count to calculate growth in 2022 or 2021.

**Decreasing - Math Growth**
Harris Park had 28 5th grade age students able to be considered for growth in 2022. They grew in the 24th percentile. HPE did not have a high enough N count to receive data for CMAS 2021. Harris Park median growth percentiles for all students decreased in 2019 to 43.0 from 59.0 in 2018. In 2017, HPE students earned a 52.5 in growth.

**Decreasing - Enrollment**
Harris Park enrollment has decreased over the last three years from 266 in 2019-2020, to 247 in 2020-2021, to 244 in 2021-2022.

**Decreasing - Attendance**
Harris Park student attendance has decreased over the last three years from an average of 93.52% in 2019-2020, to 89.09% in 2020-2021, to 87.93% in 2021-2022.

**Decreasing then increasing - Suspensions**
Harris Park number of suspensions decreased and then increased over the last three years from 28 in 2019-2020, to 14 in 2020-2021, to 62 in 2021-2022.

**Increasing - Social Emotional Well-Being**
Panorama perceptual data are consistent. Out of 15 SEL competencies, students have reported an increase in positive responses in 13 out of the 15 areas. The greatest increase was in self management, specifically in motivation and resilience and goal setting. The exceptions to improvement are in areas of teamwork and analyzing and decision making. Student self reporting remains low in being asked to explain their answers (in the category rigorous expectations).
<table>
<thead>
<tr>
<th>Topic</th>
<th>% Percent Favorable</th>
<th>Change since Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate Self-Perception</td>
<td>93%</td>
<td>▲ 9</td>
</tr>
<tr>
<td>Empathy and Compassion</td>
<td>88%</td>
<td>▲ 5</td>
</tr>
<tr>
<td>Self-Discipline</td>
<td>86%</td>
<td>▲ 14</td>
</tr>
<tr>
<td>Motivation and Resilience</td>
<td>85%</td>
<td>▲ 21</td>
</tr>
<tr>
<td>Evaluating and Reflecting</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Goal-Setting</td>
<td>83%</td>
<td>▲ 22 (Greatest Increase)</td>
</tr>
<tr>
<td>Perspective-Taking</td>
<td>83%</td>
<td>▲ 8</td>
</tr>
<tr>
<td>Problem-Solving</td>
<td>82%</td>
<td>▲ 9</td>
</tr>
<tr>
<td>Teamwork</td>
<td>82%</td>
<td>▼ 5</td>
</tr>
<tr>
<td>Cultural Responsiveness</td>
<td>81%</td>
<td>▲ 11</td>
</tr>
<tr>
<td>Communication</td>
<td>73%</td>
<td>▲ 18</td>
</tr>
<tr>
<td>Self-Advocacy</td>
<td>72%</td>
<td>▲ 9</td>
</tr>
<tr>
<td>Relationship Building</td>
<td>70%</td>
<td>▲ 5</td>
</tr>
<tr>
<td>Analyzing and Decision-Making</td>
<td>59%</td>
<td>▼ 2</td>
</tr>
<tr>
<td>Emotion Regulation</td>
<td>58%</td>
<td>▲ 8</td>
</tr>
</tbody>
</table>
### Priority Performance Challenges

- **PPC 1:** *Student engagement levels* continued to be low throughout 2021-2022 as evidenced by low attendance, increased behavior challenges, and student survey feedback specifically in the areas of the impact of student behavior on their learning and general overall feeling of safety in school.
- **PPC 2:** *Mathematics achievement and growth* have declined and have been well below minimum state expectations.
- **PPC 3:** *English Language Arts achievement and growth* have declined and have been well below minimum state expectations.
- **PPC 4:** *Implementation of the Westminster Instructional Model* has not been done with fidelity.

### Root Causes

- **RC 1:** Staff and students were not *aware of the rules and procedures* of the school. Teachers are targeting different PBIS topics, which are not aligned with the school’s PBIS universal efforts. Sequence of skills targeted is not driven by student perceptual data. Common language to discuss personal relational competency is needed. There was a lack of systematic and consistent classroom management / engagement, likely due to the number of new staff being onboarded in 2021-2022. *(PPC 1)*
- **RC 2:** *Instructional Professional development* is needed to deepen learning for teachers on facilitating direct instruction (WPS WIM), while leveraging the district primary resources, Wonders, StudySync and enVisions. Additionally, there was a lack of using pacing guides and planning resources. School-wide focus on engaging students in metacognitive skills, teamwork, and analyzing and decision making, in order to help motivate and inspire students and increase rigorous expectations. *(PPC 1, PPC 2, PPC3)*
- **RC 4:** No structures have been formally explored during professional learning or implemented within the school for systems that deepen teacher understanding of the *Westminster Instructional Model*. *(PPC 4)*

### Action Planning Tab

#### Major Improvement Strategy 1

| Name: | 1.9 The school has programs and practices in place that help develop student efficacy and agency |

| 1.2 Students, parents, and community perceive the school environment as safe and orderly |

#### What does success look like:

1.9.4 Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking *(Cognia EL.18)*

1.2.2 When asked, parents and students generally describe the school as an orderly place.

1.2.3 Clear and specific rules and procedures (i.e., Code of Conduct, SOPs, Flowcharts, Parent Handbook). *(PPC 1 & RC 1)*

1.2.3 Reduction in suspensions. Increase in attendance rate.

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

- PPC 1: Student Engagement Levels
- PPC 4: Implementation of the Westminster Instructional Model
### Aligning Root Cause(s):
- RC 1: Need for universal understanding and adherence to HPE rules and procedures
- RC 3: Need for greater understanding of and professional development on the Westminster instructional model

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
</table>
| **1.9.4** Students will be surveyed bi-annually and annually to parents concerning school operations regarding HRS Level 1.9 Indicators | • Panorama Supports and Environment Survey (HRS for students, staff, families)  
• Panorama Student SEL Competencies Survey  
• Panorama Teacher Perceptions of SEL Survey  
• Rethink Ed. Student SEL Self-Assessments  
• STAR* Cards and beads  
• STAR* UP slips and books  
• Infinite Campus  
• Class Dojo | • 90% 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 for three key areas of professional learning  
• Within 30 days of completion, data will be analyzed to determine the presence of trauma-responsive practices  
• Fall to Spring perception data analysis  
• Teachers will implement classroom rewards systems (Class Dojo, classroom economy, count jars) and utilize them on a daily basis  
• Teachers will celebrate desired behaviors by identifying exemplar students and rewarding a minimum of one student with STAR* cards and STAR* UP slips on a weekly basis  
• Teachers will implement systematic efforts to foster life-long skills by utilizing Kagan structures within classrooms to support collaboration and risk-taking by January 2023  
• Teachers will utilize Buddy Classroom time to support collaboration and design thinking beginning in October  
• Teachers and specialists will discuss implementation strategies during PLCs (in fall of 2022) for inquiry based questioning and engage students in defining needs |
| **1.2.2** Students will be surveyed bi-annually and annually to parents concerning school operations |                                                                           |                                                                        |
| **1.2.3** In the beginning of the year shared school-wide expectations are revisited, retaught, and practiced throughout the first weeks of school with all students by all teachers |                                                                           |                                                                        |
| Positive Behavior Intervention Supports (PBIS) are updated and shared with faculty and staff with associated rules and procedures shared with all students. |                                                                           |                                                                        |
| Systems for communication with parents regarding student behavior and engagement established by August 19th. |                                                                           |                                                                        |
and challenges in order to increase focus on problem solving

<table>
<thead>
<tr>
<th>Target Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>● On all survey items pertaining to 1.9.4, by spring 2023, at least 70% of HPE students will respond favorably to items with less than 70% favorability on the fall survey. At least 80% of students will respond favorably to items with greater than 70% favorability on the fall survey.</td>
</tr>
<tr>
<td>● On all survey items pertaining to 1.2.2 by spring 2023, at least 70% of HPE students will respond favorably to items with less than 70% favorability on the fall survey. At least 80% of students will respond favorably to items with greater than 70% favorability on the fall survey.</td>
</tr>
<tr>
<td>● On all survey items pertaining to 1.2.3, by spring 2023, at least 70% of HPE students will respond favorably to items with less than 70% favorability on the fall survey. At least 80% of students will respond favorably to items with greater than 70% favorability on the fall survey.</td>
</tr>
<tr>
<td>● The number of suspensions for 2022-2023 will decrease by 20% by May of 2023 as compared to 2021-2022.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Planning Tab</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Improvement Strategy 2</strong></td>
</tr>
<tr>
<td><strong>Name:</strong> 2.1 The school has adopted the Westminster Instructional Model, which is used provide feedback to teachers regarding their sta...</td>
</tr>
<tr>
<td><strong>What does success look like:</strong></td>
</tr>
<tr>
<td>2.1.2 The <em>Westminster Instructional Model</em> (WIM) articulates the schoolwide model of instruction which is developed and refreshed through observation and input by the users</td>
</tr>
<tr>
<td>2.1.4 The schoolwide language of instruction is used regularly by faculty in their informal conversations and professional learning communities</td>
</tr>
<tr>
<td>2.4.1 Teacher scales for the WIM are in place to provide teachers with accurate feedback on their pedagogical strengths and areas for growth</td>
</tr>
<tr>
<td>Specifically, Harris Park staff will demonstrate proficiency and utilize strategies from elements Va, Via, and VId with fidelity.</td>
</tr>
<tr>
<td>● <strong>Va. Grouping &amp; Regrouping: Supporting Group Interaction</strong></td>
</tr>
<tr>
<td>● <strong>Via. Engagement: Noticing &amp; Reacting (no opt out)</strong></td>
</tr>
<tr>
<td>● <strong>VId. Engagement: Maintaining a Lively Pace</strong></td>
</tr>
<tr>
<td>In addition, Harris Park instructional staff will demonstrate evidence of cumulative review practices while utilize strategies from elements IIIC, IVa, and IVb with fidelity.</td>
</tr>
<tr>
<td>● <strong>IIIC. Recording and Representing Content</strong></td>
</tr>
<tr>
<td>● <strong>IVa. Reviewing Content</strong></td>
</tr>
<tr>
<td>● <strong>IVb. Revising Knowledge</strong></td>
</tr>
</tbody>
</table>
Aligning Priority Performance Challenge(s):
- PPC 4: Implementation of the Westminster Instructional Model

Aligning Root Cause(s):
- RC 3: Need for greater understanding of and professional development on the Westminster instructional model

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1-2.1.5 Faculty and staff are surveyed concerning school operations regarding HRS Level 2 Indicators using the following timeframes and targets:</td>
<td>- Westminster Instructional Model</td>
<td></td>
</tr>
<tr>
<td>2.1.2 The Westminster Instructional Model is adopted schoolwide with all instructional staff</td>
<td>- Google form for data collection</td>
<td></td>
</tr>
<tr>
<td>2.1.4 The instructional leadership team in the building will establish a plan to identify specific design areas to prioritize for maximizing student outcomes.</td>
<td>- District leadership</td>
<td></td>
</tr>
<tr>
<td>2.4.1 PLC’s will use a consistent protocol to generate a collaborative process for professional learning in the specific design areas identified.</td>
<td>- Principal instructional coaching support from Jill Bramlet with Cognia.</td>
<td></td>
</tr>
<tr>
<td>2.4.1 School leaders ensure teacher observation data and feedback is foundational to all instructional conversations regarding student achievement and educator pedagogical improvement</td>
<td></td>
<td>- School and district walkthrough processes will be discussed with staff to determine efficacy of school WIM focus areas on a monthly basis</td>
</tr>
<tr>
<td>2.4.1 School leaders ensure teacher observation data and feedback is foundational to all instructional conversations regarding student achievement and educator pedagogical improvement</td>
<td></td>
<td>- Instructional staff will set a minimum of three WIM goals (Va, Vla, and VId) as a part of staff evaluation tools by October 15, 2022</td>
</tr>
<tr>
<td>2.4.1 Harris Park instructional staff will engage in a professional development provided through Cognia on differentiated instruction on September 19, 2022.</td>
<td></td>
<td>- Harris Park instructional staff will engage in a professional development provided through Cognia on differentiated instruction on September 19, 2022.</td>
</tr>
<tr>
<td>2.4.1 Harris Park staff will receive professional development from district competency based instruction support staff on cumulative review with a focus on the WIM elements IIIC, IVa, and IVg by October 30, 2022.</td>
<td></td>
<td>- Harris Park staff will receive professional development from district competency based instruction support staff on cumulative review with a focus on the WIM elements IIIC, IVa, and IVg by October 30, 2022.</td>
</tr>
<tr>
<td>2.4.1 Staff will self-assess on goal progress in November and March</td>
<td></td>
<td>- Staff will self-assess on goal progress in November and March</td>
</tr>
<tr>
<td>2.4.1 School leader will provide bi-monthly observation feedback data based on the WIM</td>
<td></td>
<td>- School leader will provide bi-monthly observation feedback data based on the WIM</td>
</tr>
<tr>
<td>2.4.1 Westminster Instructional Model (WIM)</td>
<td></td>
<td>- Westminster Instructional Model (WIM)</td>
</tr>
<tr>
<td>○ 100% of staff will self-assess practices using the WIM by October 15th, 2022</td>
<td></td>
<td>○ 100% of staff will self-assess practices using the WIM by October 15th, 2022</td>
</tr>
<tr>
<td>○ The WIM will be used by 100% of instructional staff to generate annual professional goals and guide instructional practices</td>
<td></td>
<td>○ The WIM will be used by 100% of instructional staff to generate annual professional goals and guide instructional practices</td>
</tr>
<tr>
<td>○ By November 1, 2022, the school Building Leadership Team (BLT) will set</td>
<td></td>
<td>○ By November 1, 2022, the school Building Leadership Team (BLT) will set</td>
</tr>
</tbody>
</table>
and guide professional development towards schoolwide competencies on the five instructional elements
○ A minimum of 10 observations will be conducted on instructional staff, using the WIM to provide feedback during feedback conferences

Target Setting

- Panorama, Survey Data
  ○ On all survey items pertaining to 2.1.2, 2.1.4, and 2.4.1 staff will answer with an ≥ 85% favorable response rate.
- Empower, Academic Achievement
  ○ 85% of students will achieve their individual end of year Grade Level Equivalency expectation as reported in the Empower Pacing.
- Reading Comprehension, Academic Achievement
  ○ 85% of students on grade level will accomplish 1 year of targets in Empower, scoring 3.0 or higher
  ○ On CMAS ELA, students will accomplish a mean scale score of 723.3
- Significant Reading Delay, Academic Achievement
  ○ Students who are currently behind will successfully complete at least two years worth of level accomplishment in Lexia
  ○ 70% of students who are behind will accomplish 1.5 years in Empower, scoring 3.0 or higher
  ○ On CMAS ELA, students will accomplish a mean scale score of 723.3
- Math Computation and Fluency, Academic Achievement
  ○ 85% of students on grade level will accomplish 1 year of targets in Empower, scoring 3.0 or higher
  ○ 70% of students who are currently behind will accomplish 1.5 years of targets in Empower, scoring 3.0 or higher
  ○ On CMAS Math, students will accomplish a mean scale score of 720

Action Planning Tab

Major Improvement Strategy 3

Name: 3.2 School curriculum is focused and flexible enough to meet students needs in the time available to teachers.

What does success look like:
3.1.4 When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s) as well as the level above and below
3.2.2 Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (i.e., YaaG, UO)
3.3.1 Empower Target Browser leveraged to examine each student’s access to the essential math and literacy elements of the curriculum
3.5.1 Math and Literacy data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals
### Aligning Priority Performance Challenge(s):
- PPC 1: Student Engagement Levels
- PPC 2: Mathematics achievement and growth
- PPC 3: English Language Arts achievement and growth
- PPC 4: Implementation of the Westminster Instructional Model

### Aligning Root Cause(s):
- RC 2: Need for greater depth of instructional professional development
- RC 3: Need for greater understanding of and professional development on the Westminster instructional model

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.4, 3.2.2, 3.3.1, 3.5.1 Faculty and staff are surveyed concerning school operations regarding HRS Level 3 Indicators using the following timeframes and targets</td>
<td>LETRS pedagogy reflected in teacher lesson plans</td>
<td>Student goals will be established in STAR Renaissance by October 1 and will be greater or equal to the 65th percentile</td>
</tr>
<tr>
<td>Adequate meeting time will be devoted to the analysis of the adopted instructional planning and assessment tools</td>
<td>enVisions curricular resources</td>
<td>Monthly Data Meetings will be used to determine and track efficacy of instruction and intervention strategies dictated by the progress monitoring data</td>
</tr>
<tr>
<td>School leaders ensure a robust learning management system (LMS) is in place that accurately identifies individual student access to essential content</td>
<td>Marzano Compendium and Folios</td>
<td>Student data will be monitored in Acadience per assessment protocols and prescribed timelines</td>
</tr>
<tr>
<td>The school actively collects, monitors, and uses a multitude of data sets to determine progress toward student achievement and growth goals</td>
<td>Renaissance STAR</td>
<td>Student data and progress will be monitored in STAR Renaissance monthly</td>
</tr>
<tr>
<td></td>
<td>Lexia</td>
<td>Student data and progress will be monitored in Lexia monthly and successful completion of levels will be rewarded</td>
</tr>
<tr>
<td></td>
<td>ICAP</td>
<td>Consistent evidence of LETRS pedagogy included in lesson plans as seen through regular classroom observation</td>
</tr>
<tr>
<td></td>
<td>Empower</td>
<td>Evidence of enVisions lesson and scope/sequence as seen in teacher YaaG, Unit and lesson plans</td>
</tr>
<tr>
<td></td>
<td>Counselor support for ICAP</td>
<td>By October 31, students will participate in future goal setting and parents will be</td>
</tr>
<tr>
<td></td>
<td>District level reading and math coaches.</td>
<td></td>
</tr>
</tbody>
</table>
surveyed as to the support they will provide
- By May 15, 2023, 5th grade students will participate in ICAP surveys
- Monthly meeting time will be used to support the use of YaaG and UO tools
- School leaders ensure a robust learning management system (LMS) is in place that accurately identifies individual student access to essential content
- All instructional staff will use the *Empower Target Browser* to examine individual student achievement data on essential elements of the curriculum to appropriately group students using the WPS Year at a Glance tool, as well as the WPS Multi-Level Planning Unit tool to determine targeted whole-group and small-group instruction for all upcoming units by August, 2022

<table>
<thead>
<tr>
<th>Target Setting</th>
</tr>
</thead>
</table>
| • Panorama, Survey Data  
  ○ On all survey items pertaining to 3.1.4, 3.2.2, 3.3.1, and 3.5.1, staff will answer with an \( \geq 85\% \) favorable response rate.  
• Data Meetings  
  ○ Renaissance benchmark data will be monitoring for progress and achievement  
  ○ Individual student data, including Empower GLE progress and achievement will be analyzed  
  ○ Students indicating need will be provided necessary supports  
• Year at a Glance (YaaG) and Unit Overviews (UO)  
  ○ School leaders will ensure a dedicated agenda item on YaaG and UO documents during monthly Data Meetings  
  ○ A portion of PLC time will be focused on the use of the YaaG and UO  
• Empower  
  ○ Staff will use the Empower Target Browser to examine individual student achievement data on essential elements of the curriculum to appropriately group students using the WPS YaaG and UO tools.  
  ○ School leaders will monitor the use of Empower to communicate progress and YaaG and UO documents.  
• Early Literacy / Literacy  
  ○ 70% of all students will meet their EOY stated goals as measured by Renaissance STAR Literacy assessments (at or above the 65th percentile of growth)  
  ○ 100% of students will successfully complete at least one year’s worth of level accomplishment in Lexia
- 70% of students who are currently behind will increase their literacy scores more than the stated goal as measured by Renaissance BOY-EOY growth metrics.
- 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.
- 85% of students will meet appropriate growth metrics in DIBELS based on BOY-EOY progress metrics.
  - Math
- 70% of all students will meet their EOY stated goals as measured by Renaissance STAR Math assessments (at or above the 65th percentile of growth).

### 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

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

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.

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

- PPC 2: Mathematics achievement and growth
- PPC 3: English Language Arts achievement and growth
- PPC 4: Implementation of the Westminster Instructional Model

**Aligning Root Cause(s):**

- RC 2: Need for greater depth of instructional professional development
- RC 3: Need for greater understanding of and professional development on the Westminster instructional model

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
</table>
| 4.2.1, 4.2.2, 4.2.3
Every student has an Empower GLE growth goal strategically set between 1.0 and 1.5 years of growth in Literacy, Math, Science, and Social Studies
Empower GLEs are accurate and correlate to local and external assessment results | ● YAAG and Multi-level Instructional Tools
● Empower Reports | ● Teacher/student should present growth goals to parents at conferences, etc
● Empower GLE growth goals should be monitored and included in 4-week data cycle process
● Routine and regular student evidences |
Correlative results are analyzed after each appropriate benchmark.

### Target Setting

- 80% of students will grow at / above the 65th percentile on Renaissance STAR Early Literacy, Reading and Math (Renaissance STAR Early Literacy, Reading and Math assessments will be benchmarked in August, December, and May and progress monitored in October, November, January, February, and March to assess progress towards goals)
  - Measured BOY to MOY
  - Measured BOY to EOY
- Empower GLE: 80% of students will meet or 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.

### Action Planning Tab

#### Major Improvement Strategy 5

**Name:** 5.2: The school schedule is designed to accommodate students moving at a pace appropriate to their background and needs.

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

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).

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

- PPC 1: Student engagement levels
- PPC 2: Mathematics achievement and growth
- PPC 3: English Language Arts achievement and growth
- PPC 4: Implementation of the Westminster Instructional Model

**Aligning Root Cause(s):**

- RC 2: Need for greater depth of instructional professional development
- RC 3: Need for greater understanding of and professional development on the Westminster instructional model

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.1</td>
<td>Empower Projected EOY GLE Reports</td>
<td>Initial class rosters, with the recommended primary instruction level, are created before</td>
</tr>
</tbody>
</table>
Empower Projected EOY GLEs are the data source used for scheduling students into class rosters.

Students are academically grouped by Literacy and Math separately.

Core teachers are provided suggested primary instruction levels for each class roster they are responsible to teach.

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.
- Student progress will be discussed at monthly data and MTSS meetings. Students will be provided support and classroom assignments will be adjusted based on student need.

<table>
<thead>
<tr>
<th>Target Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 100% of students are rostered into classrooms with the primary instructional level that matches his or her Projected EOY GLE</td>
</tr>
<tr>
<td>● 100% of students are academically grouped into appropriate Literacy and Math classrooms</td>
</tr>
</tbody>
</table>