<table>
<thead>
<tr>
<th><strong>Overview</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mesa Elementary is a neighborhood school serving over 300 students in Preschool through grade 5. Mesa also has three Autism Learning Centers. Mesa is diverse with the Hispanic population at 66%, the Asian population at 5%, African American population at 2%, and the Caucasian population at 25%. The male population is 56% and the female population is 44%. The Special Services population is 13% with the Free/Reduced population at 87%. Mesa’s English Language Learner population is 29% with 13% at NEP and 14% at LEP. Seven ELL students achieved FEP status. For the 2021-22 school year, Mesa had 10 classroom teachers and offered Art, Physical Education and Music to students in grades K-5. Mesa also provides specific classes to the Culturally Linguistic and Diverse students to assist them with English. Mesa provides all students instruction in Structured Literacy/Science of Reading which provides students with targeted lessons to help them become fluent readers. Mesa’s classroom teachers, Title, SPED and CLD teachers have participated in Structured Literacy training and follow the Science of Reading guidelines. Mesa also employs 11 Educational Support professionals (ESP) who work in the office, assist students in classrooms and a librarian.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Competency-Based Education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>● Learning is the Constant (learning matters most)</td>
</tr>
<tr>
<td>● Time is the Variable (time matters least)</td>
</tr>
<tr>
<td>● Personalized Delivery</td>
</tr>
</tbody>
</table>
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 HRSTM 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 HRSTM 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.

During the 2021-22 school year, Mesa was proud to achieve Level One High Reliability Schools certification from Dr. Robert Marzano. During the 2022-23 school year, our goal is to attain Level Two certification and begin work on Level Three.
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
Several teams have been involved in the school planning process. The Building Leadership Team and the School Data Team have both analyzed data at the state and local level. It included summative, formative and interim data as well as benchmark and annual data results. The staff looked for trends in the data across contents and levels. Staff then brainstormed what each individual person thought the reasons were for the performance challenges in each content. We then categorized the reasons and grouped similar ideas. We used the "5 Whys" process to get to the root cause of each. Multiple data sources were used to validate the causes for each content and level.

Mesa received an Approaching Rating for the ELA CMAS with a mean scaled score of 727.4. We attribute this increase to our instruction in Structured Literacy which allowed staff to focus on the lowest attained skill for each student. The result was an increase of students becoming fluent readers and writers. More students were able to read, understand the passages and what was being asked of them and then respond in writing.

Mesa received an Exceeds rating for growth in ELA and Math. (The 2 year period for growth included the pandemic year of 2020-21 where students in grade 3 and 5 took the ELA test and 4th grade took the Math test).

Mesa did not meet the Renaissance goals of 85% of students meeting the 65 growth percentile in reading and math. The 2021-22 school year was the first year of implementation and we set unattainable goals. We know more about the assessments and set attainable goals for the 2022-23 school year.
Mesa met the DIBELS goals in 4 of 6 levels. Kinder, 3rd, 4th and 5th grade scored well above the 2021-22 EOY benchmark. Students in grades 1st and 2nd scored below the average. These students missed valuable instructional time due to the pandemic in PK, Kindergarten and first grade.

Mesa continued to support students with early literacy skills in Kinder and last year extended early literacy skill instruction in 1st and 2nd grades. Students who were in PK, Kindergarten and 1st grade during the pandemic had the greatest impact of the pandemic. Pathways to learning language begin to close down around age 7 which means more additional time was spent on early literacy skills to assist students in becoming fluent readers. This group of students also missed instructional time in math which has them performing lower than their pre-pandemic peers.

<table>
<thead>
<tr>
<th>Current Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRS Level 1 certificate earned June 2022</td>
</tr>
<tr>
<td>CMAS 2021-22</td>
</tr>
</tbody>
</table>
### Academic Achievement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Scale Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMAS English</td>
<td>727.4</td>
<td>Approaching</td>
</tr>
<tr>
<td>CMAS Math</td>
<td>715.9</td>
<td>Does Not Meet</td>
</tr>
</tbody>
</table>

### Academic Growth

<table>
<thead>
<tr>
<th>Subject</th>
<th>MGP</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMAS English</td>
<td>78.5</td>
<td>Exceeds</td>
</tr>
<tr>
<td>CMAS Math</td>
<td>68.0</td>
<td>Exceeds</td>
</tr>
</tbody>
</table>

Renaissance
<table>
<thead>
<tr>
<th>Measurement Tool</th>
<th>Grade Level</th>
<th>% met 66 Student Growth Percentile Spring 2022</th>
<th>Goal Spring 2022</th>
<th>Goal Met</th>
<th>Goal Spring 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renaissance Star Reading</td>
<td>Schoolwide</td>
<td>49.7%</td>
<td>85%</td>
<td>No</td>
<td>60%</td>
</tr>
<tr>
<td>Renaissance Star Math</td>
<td>Schoolwide</td>
<td>43.5%</td>
<td>85%</td>
<td>No</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurement Tool</th>
<th>Grade Level</th>
<th>Achievement % at/above benchmark Spring 2022</th>
<th>Spring 2022</th>
<th>Goal Met</th>
<th>Goal Spring 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renaissance Star Reading</td>
<td>Schoolwide</td>
<td>31.5%</td>
<td>No goal set</td>
<td>n/a</td>
<td>41%</td>
</tr>
<tr>
<td>Renaissance Star Math</td>
<td>Schoolwide</td>
<td>44.1%</td>
<td>No goal set</td>
<td>n/a</td>
<td>54%</td>
</tr>
</tbody>
</table>

- 2021-22 was the first year for the district to use Renaissance
- Goals were not met for student meeting the 66 Student Growth Percentile
- No goals were made for Spring 2022 data
1st grade students performed below average progress
2nd grade students made average progress
Students in Kinder, 3rd, 4th, and 5th performed at Well Above Average progress

<table>
<thead>
<tr>
<th>DIBELS/Acadience</th>
<th>BOY 2021-22 % at/above benchmark</th>
<th>Goal EOY 2021-22 % at/above benchmark</th>
<th>Goal Met</th>
<th>Level of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>26%</td>
<td>80%</td>
<td>yes</td>
<td>Well Above Average</td>
</tr>
<tr>
<td>1st</td>
<td>32%</td>
<td>44%</td>
<td>no</td>
<td>Below Average</td>
</tr>
<tr>
<td>2nd</td>
<td>42%</td>
<td>45%</td>
<td>no</td>
<td>Average</td>
</tr>
<tr>
<td>3rd</td>
<td>50%</td>
<td>66%</td>
<td>yes</td>
<td>Well Above Average</td>
</tr>
<tr>
<td>4th</td>
<td>42%</td>
<td>64%</td>
<td>yes</td>
<td>Well Above Average</td>
</tr>
<tr>
<td>5th</td>
<td>40%</td>
<td>54%</td>
<td>yes</td>
<td>Well Above Average</td>
</tr>
</tbody>
</table>

- 1st grade students performed below average progress
- 2nd grade students made average progress
- Students in Kinder, 3rd, 4th, and 5th performed at Well Above Average progress

**Attendance**

2021-22 average attendance rate was 86.61%. This is below our goal of 95%
Current data for 2022-23 is 89.8%.

WPS and Mesa are working with the A2A group to increase attendance for the 2022-23 school year. The trend this year is upward so far with an increase of 3.19%.

Mesa’s Chronic Absence rate is at 38.9%, a decrease of 10.9 percentage points from this time in 2021-22.
Trend Analysis

CMAS
ELA: ↗
Math: ↘

 Achievement Data

<table>
<thead>
<tr>
<th>ELA</th>
<th>2022</th>
<th>2020</th>
<th>2019</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA Exclusions</td>
<td>ELA Exclusions</td>
<td>ELA Exclusions</td>
<td>ELA Exclusions</td>
</tr>
<tr>
<td>Improved</td>
<td>Mean SS</td>
<td>Performance Rating</td>
<td>Mean SS</td>
<td>Performance Rating</td>
</tr>
<tr>
<td>19 to 22</td>
<td>727.4</td>
<td>Approaching</td>
<td>No Testing Due to COVID</td>
<td>716.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATH</th>
<th>2022</th>
<th>2020</th>
<th>2019</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA Exclusions</td>
<td>ELA Exclusions</td>
<td>ELA Exclusions</td>
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<tr>
<td>Improved</td>
<td>Mean SS</td>
<td>Performance Rating</td>
<td>Mean SS</td>
<td>Performance Rating</td>
</tr>
<tr>
<td>19 to 22</td>
<td>715.9</td>
<td>Does Not Meet</td>
<td>No Testing Due to COVID</td>
<td>721.4</td>
</tr>
</tbody>
</table>

CMAS Achievement
ELA
- Trend is upward from 2019 and 2018
Math
- Trend is downward from 2019 and 2018
CMAS Growth:
ELA: Mesa received an Exceeds rating. The data was collected from 2020-21 and 2021-22 school years. In 2020-21 ELA was administered to 3rd and 5th grade students due to the pandemic.
Math: Mesa received an Exceeds rating. The data was collected from 2020-21 and 2021-22 school years. In 2020-21 ELA was administered to 3rd and 5th grade students due to the pandemic.

Renaissance
- No trend data as 2021-22 was the first year for using this assessment in the district.

DIBELS/Acadiance

<table>
<thead>
<tr>
<th>DIBELS/Acadience</th>
<th>EOY 2021-2022 % at/above benchmark</th>
<th>EOY 2020-2021 % at/above benchmark</th>
<th>EOY 2018-2019 % at/above benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>80%</td>
<td>60%</td>
<td>73%</td>
</tr>
<tr>
<td>1st</td>
<td>44%</td>
<td>46%</td>
<td>56%</td>
</tr>
<tr>
<td>2nd</td>
<td>45%</td>
<td>55%</td>
<td>40%</td>
</tr>
<tr>
<td>3rd</td>
<td>66%</td>
<td>53%</td>
<td>55%</td>
</tr>
<tr>
<td>4th</td>
<td>64%</td>
<td>53%</td>
<td>40%</td>
</tr>
<tr>
<td>5th</td>
<td>54%</td>
<td>52%</td>
<td>49%</td>
</tr>
</tbody>
</table>

- Students in grades Kindergarten, 3rd, 4th, and 5th continue with an upward trend
- Students in grades 1st and 2nd remain unstable
Panorama

- First used in 2021-22, no trend data
- Based on student perceptual data, Mesa students reported increased perceptions of supportive relationships. In fall 2021, students reported a 55% favorable response. In fall, 2022, students reported 82% favorable response.
- While adult-to-student relationships showed positive trends (27%), student-to-student relationships did not grow at the same rate. This resulted in an overall percentage of 67% favorable response for the cluster of questions in the Sense of Belonging category.

Priority Performance Challenges

- PPC 1: Student perceived sense of belonging continues to be an area of growth. Specifically, students are not feeling respected by one another, which has resulted in behavioral challenges.

**PPC 1: Social Emotional Development:**
During the pandemic and continuing on, students have experienced a loss of structure, routine, connection and stability. Mesa will continue to have consistent implementation of the WPS Social Emotional Learning Model with a focus on Sense of Belonging.

**What does success look like:**
An increase of students responding favorably to student-to-student relationships.

**PPC 2: Math Knowledge and Application:**
Students experienced a loss of opportunity to apply math skills and knowledge due to lack of emphasis on modeling and reasoning (evidence statements).

**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: Reading Skill Deficiencies:**
Students lack early literacy skills in phonics and phonemic awareness. These gaps prevent students from becoming fluent readers and writers.

**What does success look like:**
Individual students will meet/exceed their EOY GLE Literacy goal in Empower and demonstrate at/above the 50tile in Renaissance Star Reading and Early Literacy.

**Root Causes (Adjustments)** - Use column 4 on HRS Template to identify root causes, or from identified areas of need on the WIM
RC 1: Social Emotional Learning
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)

RC 2: Math
Insufficient direct instruction and student experience responding to modeling and reasoning math problems, which require students to develop problem-solving strategies. Students need to be given multiple opportunities daily to practice solving multi-step and complex problems. Low reading comprehension of math problems limits students’ understanding of what is required to solve the complex problems. Student work time independently and in center rotations must be designed to be purposeful and accountable. (PPC 2)

RC: 3 Literacy
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. Teachers must gain a deeper understanding of written response to text and provide direct instruction to students. Students need daily practice in response to text including Narrative Writing, Literary Analysis and Research Simulation. Teachers will follow PEAL (Point, Evidence, Analysis, Link) to enhance their instruction, increasing student opportunities to practice the various types of response. PEAL writing instruction must take place in all levels in addition to the Wonders writing component and Write From the Beginning and Beyond. (PPC 3)
<table>
<thead>
<tr>
<th>Name: 1.4 Teacher teams regularly interact to discuss issues regarding curriculum, assessment, instruction, achievement of all students.</th>
</tr>
</thead>
</table>

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

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.

**Academic Success:**

**Achievement:**
- Renaissance Early Literacy and Reading: increase of +30% of students achieving at/above benchmark; Fall to Winter
- Renaissance Math: increase of +30% of students achieving at/above benchmark; Fall to Winter

**Growth:**
- Schoolwide median student growth percentile score of +50 in Early Literacy, Reading and Math

**Empower:**
- +80% of students will achieve their growth goal in Empower measured by the GLE in Early Literacy, Reading and Math (1-1.5 years growth)

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

PPC 1: Social Emotional Development  
PPC 2: Math Knowledge and Application  
PPC 3: Reading Skill Deficiencies

**Aligning Root Cause(s):**  
RC 1: Social Emotional Learning  
RC 2: Math  
RC 3: Literacy

<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:**  
- Work in PLC or teams to determine PRC areas of priority to determine scope and sequence (YaaG) - (SaaG)  
- Professional Learning Committee (PLC) meetings take place once a week. Mesa's teams have common plan time during specials, common lunch times, as well as time after school. School assessments (DIBELS, Renaissance, ACCESS, and CMAS) are used to guide and align K-5 schedule and intervention supports. Notes are taken and shared with staff.  | **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  
- Rethink Ed. Student SEL Self-Assessments  
- Trauma Responsive Classroom Checklist  | **85% of students will complete Personal Relational Competencies (PRC) survey by 10/15/22**  
- PLC’s will be in place by 10/11/2022  
- MTSS will create a google survey document to capture students who are at risk and track strategies used  
- CoP with Sherrelwood: first meeting was on 8/9/2022, Year at a Glance and Unit Plans were the focus. Exit tickets are used to determine the next area of learning.  
  - September-Coherence Mapping to target small... |
- Multi Tier System of Support (MTSS): facilitated by Title and SPED teachers, provide support/strategies for the classroom teachers to use on identified students.
- Mesa teachers discuss the Westminster Instructional Model and share the elements they are implementing and the impact on student achievement.
- Communities of Practice (CoP): Mesa teachers work closely with teachers from Sherrelwood elementary. Teachers were grouped by their EOY Goal on Empower to allow for common conversations and work products. Our shared CoP began meeting in August and continues the first Wednesday of each month. Exit tickets are used and information is shared with Mesa and Sherrelwood staff.
- All students have a Data Notebook to track their progress and set goals.
- Mesa’s Data Teams meet regularly:
  - Reading - monthly
  - Math and writing - every 6 weeks

Data Team members include admin, literacy coach, math coach, Title, SPED and CLD teachers. Student achievement and growth

- Four elements of flourishing SEL team guiding questions
- groups instruction in the unit plans.
  - October - Differentiated Instruction
    - and Rigor
- Data Teams:
  - September: analyzed DIBELS Data and determined instructional steps for students at risk
  - October: DIBELS data was analyzed and instruction and resources were identified.
- Data Notebooks: teachers worked with each student at the beginning of the year to determine goals and areas that the student would track. Data Notebooks were used in the Student Led conferences with families in September.
- Staff perceptual data will be analyzed and areas of professional learning will be developed.
are analyzed in the meetings. Notes are taken and shared with staff.

- Principal reviews achievement and growth data from multiple sources: teacher/PLC created assessments, DIBELS, Renaissance, ACCESS and CMAS

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

**Environment:**

- **Panorama HRS 1 Data Teachers**
  - +80% of teachers will respond favorably that school PLC teams analyze student achievement and growth data.
  - +80% of teachers will respond favorably that school leaders collect and review data/information from PLC and Data Team Meetings and are focused on student achievement.
  - +80% of teachers will respond favorably that data collection systems are in place to collect opinion data from teachers and staff regarding the optimal function of the school.
  - +80% of teachers will respond favorably that techniques and systems are in place to collect data and information from teachers on a regular basis.
  - +80% of teachers will respond favorably that notes and other forms of communication exist documenting how teacher input was used to make specific decisions.
  - +80% of teachers will respond favorably that groups of teachers are targeted to provide input regarding specific decisions.

- **Panorama HRS 1 Data Students**
  - +75% of students will respond affirmatively that the school is a safe place.
  - +75% of students will respond affirmatively that they know the rules and that the school is an orderly place.
  - +75% of students will respond favorably that they know that if they see bullying or other unsafe incidents, they know where to report it.
- +75% of students will respond favorably to a sense of belonging.

**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.

### Action Planning Tab

**Major Improvement Strategy 2**

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

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

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)

**Aligning Priority Performance Challenge(s):**
- PPC 2: Math Knowledge and Application
- PPC 3: Reading Skill Deficiencies

### Aligning Root Cause(s):
- RC 2: Math
- RC: 3 Literacy

<table>
<thead>
<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
</table>
| - The principal and Building Leadership Team will review the Westminster Instructional Model (WIM) and determine at least 3 instructional practices for the school to focus on this year to maximize student outcomes. | - Westminster Instructional Model  
  ○ III Proficiency Scale Instruction  
  ○ IV: General Instruction  
  ○ V. Grouping & Regrouping  
  ○ Vi. Engagement | - By August 30, 2022, school and district walkthrough processes will be discussed with staff to determine efficacy of school WIM focus areas. |
| - PLC’s will use a consistent protocol to generate a collaborative process for professional learning in the specific design areas identified. | | - October: PDCA of WIM focus areas to include providing group support and using academic games |
| - Principal and Building Leadership Team will design a protocol allowing teachers to observe each other and the implementation of the WIM focus areas. | | - Principals will work with all teaching staff to set a minimum of three WIM goals as a part of staff evaluation tools - meetings will take place in October 2022. |
| | | - Beginning in October, Building Leadership and Principal will meet to design the protocol for teachers to observe each other using the Learning Walk Tool. |

### Target Setting (Student Metrics)
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 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. Mesa will use Renaissance STAR Early Literacy, Reading and Math to track student growth to ensure students meet their growth goal.

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 profes...

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 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. Mesa will use Renaissance STAR Early Literacy, Reading and Math to track student growth to ensure students meet their growth goal.

Aligning Priority Performance Challenge(s):
- PPC 2: Math Knowledge and Application
- PPC 3: Reading Skill Deficiencies

Aligning Root Cause(s):
- RC 2: Math
- RC 3: Literacy

<table>
<thead>
<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks (Adult Metrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Literacy:</td>
<td>CDE structured literacy scope/sequence</td>
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<td></td>
<td>LETRS pedagogy reflected in teacher lesson plans</td>
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<td></td>
<td>enVisions curricular resources</td>
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<td>Marzano Compendium and Folios</td>
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<td>Early Literacy:</td>
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<td></td>
<td>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</td>
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| place in the classroom.  
| ● EL3. Principals will monitor LETRS content through teacher lesson plans and classroom observations. | Current processes used to communicate concurrent enrollment options to students.  
| | per assessment protocols and prescribed timelines.  
| ● EL2: Structured Literacy Coach and principal will routinely observe lessons to ensure lessons are implemented with integrity.  
| ● EL3. Consistent evidence of LETRS pedagogy included in lesson plans as seen through regular classroom observation. | 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. | ● Math:  
| ● M2. Evidence of enVisions lesson and scope/sequence as seen in teacher YaaG, Unit and lesson plans. | Data Cycle Objectives  
| ○ Ensure the pace of instruction is aligned with the Year at a Glance (YAAG). Teachers will bring their YAAG, current unit plans and student work to meetings with principal, math coach, director.  
| ○ Check on progress of modeling, reasoning and constructed response |
problems and teacher confidence with instruction
- Review WIM focus areas that align with math instruction to ensure an increase in student achievement.

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.

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.
Academic Targets:
- Renaissance STAR Early Literacy, Reading and Math: score in at/above the 50th percentile for schoolwide median student growth
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Aligning Priority Performance Challenge(s):
- PPC 2: Math Knowledge and Application
- PPC 3: Reading Skill Deficiencies

Aligning Root Cause(s):
- RC 2: Math
- RC: 3 Literacy

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<td>Empower</td>
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<tr>
<td>- E1: Every student has an expected</td>
<td>• YAAG and Multi-level Instructional Tools</td>
<td>• E1: Teacher/student should present growth</td>
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<tr>
<td>Empower GLE growth goal (1.0-1.5 years</td>
<td>- Empower Reports</td>
<td>goals to parents at conferences, etc.</td>
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<tr>
<td>growth) in Literacy, Math, Science,</td>
<td></td>
<td></td>
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<td>and Social Studies</td>
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### Empower GLEs

- E2: Empower GLEs are accurate and correlate to local and external assessment results.
- E3: Empower GLEs are set for all new students after initial level placement.

### Planning:
- P1: Monthly meetings with teachers:
  - Check on pacing of YaaG compared to current unit plans.
  - Based on teacher observations and data, what does student growth and achievement look like?

### WIM:
- W1: Check progress on WIM goals.

### 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.

#### 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.

### Planning:
- 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.

### WIM:
- Beginning in October, meet with teachers to determine if current unit plan matches the YaaG.
- Beginning mid-October, check progress on WM goals with teachers.
- Share WPS walk through data on WIM goals and schools walkthrough data.
- 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.

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...

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 2: Math Knowledge and Application
- PPC 3: Reading Skill Deficiencies

Aligning Root Cause(s):
- RC 2: Math
- RC: 3 Literacy

Action Steps (Systems Process & Targets) | Resources | Implementation Benchmarks
- 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

<table>
<thead>
<tr>
<th>Empower Projected EOY GLE Reports</th>
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<tr>
<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>
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<tr>
<td>Class rosters are adjusted by the end of the third week of school after new students are properly leveled</td>
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<tr>
<td>The school schedule is designed to allow for a midday transition from Literacy to Math or Math to Literacy</td>
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</tbody>
</table>

**Target Setting (Student Metrics)**

- 95% of students are rostered into classrooms with the primary instructional level that matches his or her Projected EOY GLE
- 95% of students are academically grouped into appropriate Literacy and Math classrooms