Overview
Tennyson Knolls Preparatory is a Pre-K through 8th grade school of approximately 380 students, located in the southwest boundaries of Westminster Public Schools. We changed from a Pre-K to 5th grade elementary school to a Pre-K to 8th grade in the 2020-2021 school year. 74% of minority students at Tennyson Knolls Preparatory are Hispanic. English Learners represent 42% of our student population. One of the difficulties we face is an annual mobility rate of approximately 30%, meaning only 70% of our students are with us for the entire school year. 85% of our students qualify for free and reduced lunch. Tennyson Knolls Preparatory has a total of 43.4 staff members. Of that staff, 2 are administrators, 22 are licensed personnel, and 3 are paraprofessional support staff. In terms of course offerings, every student has equal access and opportunity to participate in courses throughout the school. All math, literacy, science, and social studies courses have an equal distribution of our demographic groups.

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.

Currently Tennyson Knolls Preparatory has earned HRS Level 1 certification and is working towards obtaining Level 2.

Renaissance STAR Assessment
Last year, Tennyson Knolls Prep 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 TKP 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
- Our first major improvement strategy was to emphasize Early literacy and Intervention support through professional learning on tier 1 Wonders resources, tier 2 interventions and tier 3 Lexia support. In addition, TKP continued LETRS professional development for all teachers K-5 and by doing so aimed for 1.5 years growth in literacy scores as measured by Renaissance Data.
  - Tennyson Knolls Preparatory’s K-5 staff were all able to complete the LETRS training and now currently have the certification necessary.
  - K-3 teachers were able to be trained in Structured Literacy and are currently assisted by a coach provided by CDE in improving practice.
  - Instructional coaching was provided on Wonders.
  - TKP’s BOY to EOY K-2 Dibels Data met expectations as well as grade 3-8 students made great gains on Renaissance Star testing.
Not all students made 1.5 years growth in Renaissance, however in CMAS students in grades 3-5 were in the meets in the median growth percentile.

- **HRS 1**
  - Tennyson Knolls Preparatory was able to leverage stakeholder feedback perceptual surveys and systems leading indicators to achieve High Reliability Schools Level 1 during the 2021-2022 school year.

- **SEL Support**
  - Our goal was to increase implementation of universal foundational strategies for social-emotional learning, including consistent implementation of building-wide social-emotional supports and opportunities for strengthening adult social-emotional learning. Increase implementation of universal operational strategies for social-emotional learning, including expansion of student-centered SEL and fostering family connections.
  - Based on Rethink Ed user data we implemented universal support beginning in October and went from 0 activities to 826 activities. Number of teachers using Rethink Ed went from 0 to 26 teachers.
  - Our Panorama data showed great increases in students' social and emotional learning from BOY to EOY in the 2021-2022 school year.

### Current Performance

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Acadience Reading (DIBELS) Proficiency</th>
<th>Star Early Literacy Proficiency Rate (District Benchmark)</th>
<th>Star Reading Proficiency Rate (District Benchmark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year to date: 2022-2023</td>
<td>Beginning of Year 2022-2023</td>
<td>Fall 2022-2023</td>
<td>Fall 2022-2023</td>
</tr>
<tr>
<td>&gt;90.0% school goal</td>
<td>31.5% School Overall</td>
<td>18.3% School Overall</td>
<td>16.7% School Overall</td>
</tr>
</tbody>
</table>

- **90.4%**
- 0.1 percentage points from this time last year
<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent Favorable</th>
<th>Change since Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valuing of School</td>
<td>86%</td>
<td>-5</td>
</tr>
<tr>
<td>Supportive Relationships</td>
<td>83%</td>
<td>-4</td>
</tr>
<tr>
<td>Rigorous Expectations</td>
<td>81%</td>
<td>-9</td>
</tr>
<tr>
<td>School Climate</td>
<td>78%</td>
<td>-6</td>
</tr>
<tr>
<td>Sense of Belonging</td>
<td>77%</td>
<td>-5</td>
</tr>
</tbody>
</table>
**Trend Analysis**

- Attendance is slightly up from last year, but still under our school goal of 95%.
- 92% of Students in grades third through eighth grade reported favorable responses within the cluster of questions asking about the quality of instruction they receive from their teachers.
- Students in grade levels third through fifth grade had a decrease in regards to a supportive environment according to our Panorama survey.

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<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent Favorable</th>
<th>Change since Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valuing of School</td>
<td>83%</td>
<td>▲ 1</td>
</tr>
<tr>
<td>Rigorous Expectations</td>
<td>74%</td>
<td>▼ 3</td>
</tr>
<tr>
<td>Supportive Relationships</td>
<td>73%</td>
<td>▼ 4</td>
</tr>
<tr>
<td>School Climate</td>
<td>70%</td>
<td>▲ 3</td>
</tr>
<tr>
<td>Cultural Awareness and Action</td>
<td>66%</td>
<td>▲ 10</td>
</tr>
<tr>
<td>Sense of Belonging</td>
<td>58%</td>
<td>0</td>
</tr>
</tbody>
</table>
Students in grade levels sixth through eighth grade had an increase in the areas of valuing school, school climate and cultural climate and action on the Panorama survey.

Students in grade levels sixth through eighth grade had a decrease in the areas of rigorous expectations, supportive relationships and sense of belonging on the Panorama survey.

There has been a decline in Math Achievement over the past three years.

Mathematics achievement mean scale score ranging from 711.3 and growth ranges from 35.0 percentile in third through fifth grade have declined over the last three years and are well below minimum state expectations.

Mathematics achievement mean scale score ranging from 709.8 in sixth through eighth grade are well below minimum state expectations.

Modeling and Reasoning Scores are consistently low across grade levels in CMAS math.

Acadience Dibels has been steady over the past 2 years, however students are still well below grade level.

Acadience DIBELS reading proficiency is at 31.5%, at BOY compared to 29% at BOY for last school year.

ACCESS for English Language Learners Proficiency levels has had a steady decline over the past three years.

English Language Arts achievement mean scale score of 716.2, in grades third through fifth, has declined for over three years, and is below minimum state expectations.

English Language Arts achievement mean scale score of 724.0, in grades sixth through eighth, is well below minimum state expectations.

There has been a decline in English Language Arts Achievement over the past 3 years.

There has been an increase in English Language Arts Median Growth Percentile over the past 2 years.

Priority Performance Challenges

PPC 1: Increase Student Engagement Levels
- During the pandemic and continuing on, students have experienced a loss of structure, routine, connection and stability.
- What does success look like: An increase of students responding favorably to panorama surveys and an increase in student attendance.

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

- **PPC 1 Student Engagement**
  - RC 1.1: Due to Covid there has been high reliance on computer time, this time is not always productive or engaging (PPC 1)
  - RC 1.2. Teachers need a refresher on Kagan and cooperative structures in order to increase engagement and lively pace within the classroom (PPC 1)
  - RC 1.3 Students do not have the skills for long term goal planning, therefore struggle to see the future and the priority of school. (PPC 1)
  - RC 1.4 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 1)

- **PPC 2: Math Knowledge and Application**
  - RC 2.1 Insufficient direct instruction and student experience responding to modeling and reasoning math problems. (PPC 2)
  - RC 2.2 Student work time during independent time needs to be purposeful and students need to be held accountable for that work. (PPC 2)
  - RC 2.3 Students need to be trained how to utilize Snap and Read in order to understand word problems and focus on the math skills. (PPC 2)

- **PPC 3: Reading Skill Deficiencies:**
  - RC 3.1 Students struggle with moving from guided instruction to independent work. Teachers need to help guide students on how to work independently. (PPC 3)
  - RC 3.2 Lack of teacher knowledge or resources in writing instruction. (PPC 3)
  - RC 3.3 Lack of consistency in teacher instruction in the early literacy and foundational skills of reading. (PPC 3)
  - RC 3.4 Students need to be trained to use Snap and Read in order to focus on comprehension when fluency skills are missing. (PPC 3)

Action Planning Tab

**Major Improvement Strategy 1**

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

**What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):**
1.4.1: TKP’s 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 and MTSS teams.
1.4.7: The principal collects and reviews minutes, notes, and goals form 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.
Teachers and Interventionists will meet in MTSS meetings monthly to analyze data and make sure students are making adequate progress.
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.
Assistant principal will attend MTSS meetings to help facilitate and provide resources for teachers.

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: Student Engagement
PPC 2: Math Knowledge and Application
PPC 3: Reading Skill Deficiencies

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

<table>
<thead>
<tr>
<th>Panorama Student SEL Competencies Survey</th>
<th>Panorama Teacher Perceptions of SEL Survey</th>
<th>Rethink Ed. Student SEL Self-Assessments</th>
<th>Trauma Responsive Classroom Checklist</th>
<th>Four elements of flourishing SEL team guiding questions</th>
<th>PRC Proficiency Scales</th>
<th>PRC Planning Site</th>
<th>PRC District Instructional Resources Department Resources</th>
</tr>
</thead>
</table>

- 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 and action plan
- By November 30, educator activity in Rethink Ed platform will show an increase of 20% as compared to the 22-23 school year
- Introduce proficiency scale topics with staff
- Allow staff to consider PRC content as part of the professional goal setting process, using the staff PRC self-reflection
- Institute Wellness Wednesdays to promote staff wellness
- Emergenetics training for new staff - 9/19
- Obtain PD grouping options from Learning Services for using cognitive diversity groupings for professional learning - 9/30

**Target Setting**

**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. We 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:** 2.1 The school has adopted the Westminster Instructional Model, which is used to provide feedback to teachers regarding their status and growth...

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

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

**Aligning Root Cause(s):**

**Example:**

**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

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<tbody>
<tr>
<td>- The building leadership team in the building will establish a plan to identify specific design areas to prioritize for maximizing student outcomes.</td>
<td></td>
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</tr>
<tr>
<td>- PLC's will use a consistent protocol to generate a collaborative process for professional learning in the specific design areas identified based on goals and data.</td>
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<tr>
<td>- Teachers will follow a progress monitoring calendar to ensure student academic growth is being collected regularly.</td>
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<tr>
<td>- Westminster Instructional Model Folio IV: General Instruction</td>
<td></td>
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</tr>
<tr>
<td>- Online tracking form of WIM model to use as observations are conducted.</td>
<td></td>
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</tr>
<tr>
<td>- YAG, Unit Plans, Differentiation Activities, Item Frames, Cumulative Learning documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Schedule for building walk-throughs and observations by teachers, when sub is available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Administration will perform weekly classroom walkthroughs and collect data based on using the WIM to measure teacher and student success.</td>
<td></td>
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</tr>
<tr>
<td>- Administration will meet with Teachers to conduct feedback conference meetings to discuss a small bite-sized action step to enhance instruction.</td>
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</tr>
<tr>
<td>- By 10/1/22, TKP and the district walkthrough processes will be...</td>
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</tbody>
</table>
discussed with sta to determine efficacy of school WIM focus areas.

- Administration will work with all teaching sta to set a minimum of three WIM goals as a part of sta evaluation tools.
- Kagan Coaches will present an instructional strategy, a Team Builder or a Classroom Builder structure at sta meetings.
- Monthly meetings with a Cognia coach to support administration with the WIM model data and feedback conferences with teachers.

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 will meet/exceed their Empower Growth Goal in Literacy, Math, Science, and Social Studies
- Empower: 80% of students will achieve their growth goal of 1 to 1.5 years growth by EOY. We will use Renaissance STAR Early Literacy, Reading and Math to track student growth to ensure students meet their growth goal.

Early Literacy - EL1, EL2, EL3 and Mathematics - M1 and M2
- When the Action Steps and Implementation Benchmarks occur, we expect 85% of students to achieve their individual EOY GLE expectation as reported in the Empower Pacing.

**Action Planning Tab**

**Major Improvement Strategy 3**

Name: Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when dat...
What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):

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

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

Student Outcomes: Achievement, Growth, Academic Data

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

<table>
<thead>
<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks (Adult Metrics)</th>
</tr>
</thead>
</table>
| **Early Literacy:**                     | CDE structured literacy scope/sequence | Early Literacy:  
  - EL1/M1. The school will conduct 6-week Data Cycles that determine and track efficacy of instruction and intervention strategies dictated by the progress monitoring data. 90% of students are monitored in Acadience per assessment protocols and prescribed timelines.  
  - EL2 - Routine monitoring visits in collaboration with CDE SL staff to focus on efficacy of rollout of SL.  
  - EL3. Consistent evidence of LETRS pedagogy included in lesson plans as seen through regular classroom observation. |
|  - EL1. The school will conduct progress monitoring of student early literacy skills per the district’s assessment recommendations (weekly - red/bi-weekly - yellow; monthly - green) as well as 6 week monitoring of student EOY GLE expectations in Empower. | LETRS pedagogy reflected in teacher lesson plans |  |
|  - EL2. (SL Schools) The school will follow the Structured Literacy scope and sequence to ensure systemic early literacy practices are in place in the classroom. | enVisions curricular resources |  |
|  - EL3. Principals will monitor LETRS content through teacher lesson plans and classroom observations. | Marzano Compendium and Folios |  |
| **Mathematics:**                        | Current processes used to communicate concurrent enrollment options to students. |  |
|  - 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.

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

Target Setting (Student Metrics)

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

Action Planning Tab

Major Improvement Strategy 4

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

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
  - 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.

**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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</tr>
</thead>
<tbody>
<tr>
<td>Empower</td>
<td></td>
<td>Empower</td>
</tr>
<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></td>
<td>E1: Teacher/student should present growth goals to parents at conferences, etc.</td>
</tr>
<tr>
<td>E2: Empower GLEs are accurate and correlate to local and external assessment results</td>
<td>YAAG and Multi-level Instructional Tools</td>
<td>E1: Empower GLE growth goals should be monitored and included in 6-week data cycle process</td>
</tr>
<tr>
<td></td>
<td>Empower Reports</td>
<td>E1: Routine and regular student evidences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2: Correlative results are analyzed after each appropriate benchmark</td>
</tr>
</tbody>
</table>

**Target Setting (Student Metrics):**

<table>
<thead>
<tr>
<th>Empower</th>
<th></th>
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<tr>
<td>E1: 85% of students will achieve the expected Empower GLE growth goal</td>
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<tr>
<td>E2: Increase school-wide correlative results by 25% from EOY ‘21-’22 to EOY ‘22-’23</td>
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</table>
Example:
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 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

<table>
<thead>
<tr>
<th>Major Improvement Strategy 5</th>
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<tbody>
<tr>
<td>Name:</td>
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</table>

5.3: Students who have demonstrated advanced competence levels are afforded immediate opportunities to begin work on advanced content ...

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
<table>
<thead>
<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Empower Projected EOY GLEs are the data source used for scheduling students into class rosters</td>
<td>● Empower Projected EOY GLE Reports</td>
<td>● Initial class rosters, with the recommended primary instruction level, are created before the first day of school using previous year’s EOY data</td>
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<tr>
<td>● Students are academically grouped by Literacy and Math separately</td>
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<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>● Core teachers are provided suggested primary instruction levels for each class roster they are responsible to teach</td>
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<td>● The school schedule is designed to allow for a midday transition from Literacy to Math</td>
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<tr>
<th>Target Setting (Student Metrics)</th>
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<tr>
<td>● 95% of students are rostered into classrooms with the primary instructional level that matches his or her Projected EOY GLE</td>
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<tr>
<td>● 95% of students are academically grouped into appropriate Literacy and Math classrooms</td>
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