# WAIS UIP 2022-23

## Data Analysis Tab

## Brief Description

### Overview

Westminster Academy for International Studies (WAIS) serves a diverse group of approximately 315 students, prek-8th grade. WAIS is on its seventh year as an innovation school. The staff consists of personnel including licensed teachers and administrators and 420 educational support professionals. Of the licensed teachers, 70 percent have advanced degrees with an average of 11-15 years of teaching. Students are characterized by significant socioeconomic challenges, a high rate of mobility, and English language barriers. The majority of students are Hispanic (79 percent), most qualify for free or reduced lunch (76 percent) with (62 percent) of the 76 percent are free, and just under half (46 percent) are English learners. WAIS Stability rate is high at 94.1 percent.

### 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
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.

WPS engages all schools in pursuing Levels 1-5 of the High Reliability Schools™ framework. This provides schools, including WAIS, with the flexibility and autonomy to select indicators within the five levels, in order to approach unified improvement planning aligned to their specific student needs, data, priority performance challenges, and root causes. By balancing a cohesive district-wide framework with empowerment of schools to prioritize efforts based on their own needs, the process holds true meaning for their stakeholders. The High Reliability Schools™ framework guides deeper systemic implementation of competency based education and the Westminster Instructional Model, which is comprised of 60 strategies that fall within five domains: (1) Feedback, (2) Content, (3) Context, (4), Agency, and (5) Professionalism.

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

- Our major improvement strategies focused on early literacy, social-emotional learning and PLC work. Specifically, WAIS was trying to ensure that all primary aged students made 1.5 years of growth in literacy. We also were eager to engage student socio-emotionally, as students were severely impacted in this regard due to the pandemic. Finally, we focused on improving our Professional Learning Communities (PLCs) and aligning those efforts with the WPS proficiency scales.
- Although we did not meet our target for early literacy, we saw healthy growth in this area. Our students grew at the 62.3 percentile for English speakers 66.7 percentile for Spanish speakers. Our SEL data as measured by our Panorama survey was strong. Nearly 100% of the school knew the mission, vision and code of conduct for the school, nearly 100% knew the rules and procedures of the school (93% and 99%, elementary and middle). 70% of students grades 3-5 reported that they feel safe at school and 80% of middle schoolers said the same. 93% of elementary students and 88% of middle schoolers reported that they knew where to report unsafe behavior. Our PLC initiative was successful. We had 100% compliance among our teams and showed positive growth on each cycle. Growth metrics were aligned with proficiency scales.
Pandemic pivots were towards a less restrictive environment. Masks were optional for students and students could move freely about the building, mix groups and did not need to cohort. Quarantining requirements were eased based on vaccination rates.

Current Performance

- Panorama data: WAIS showed steady improvement throughout the year, which was promising as we started with healthy numbers. However, one area where we were low in the 21-22 school year was with our middle schoolers feeling as if they mattered (52% by EoY), had positive relationships with the adults at school (40%). In addition only about 60% of intermediate students and 70% of middle school students reported that the behavior of their classmates helped their learning.
- HRS Process: WAIS achieved HRS Level 1 by the end of the 21-22 school year. Our goal is to get through HRS 2 this year.
- Academic Growth and Achievement:
  - WAIS maintained its “Performance” rating on the Transitional Performance Framework from CDE, earning 63 of 100 points on the scale. Our elementary students scored a mean scale score of 725.8 in English Language Arts and 722.4 on math. WAIS’ median growth percentile for English Language Arts in elementary was the 41st percentile, while in math WAIS was at the 37th percentile. Growth metrics were only calculated for 23 and 24 students, respectively, out of our 97 elementary school students who took the assessment. Our middle school numbers were much stronger. Our mean scale score on English Language Arts was a 748.7 and a 729.9 on math. Our median growth percentile was 71 in English Language Arts and 61st percentile in math.
  - Our local measures were conducted through Renaissance STAR. In the 21-22 school year, 32% of our students were scoring proficient on the reading assessment with a 71 student growth percentile. In math 43% of our students were scoring proficient on the math assessment with a 76.3 student growth percentile.

Trend Analysis

- Although it can be difficult to compare the last three years, given the enormous changes to education during that time, WAIS has seen some trends that are concerning. We saw an overall drop in CMAS achievement in math and literacy as a building. Though there were some successful grade levels, and growth metrics are high, overall achievement was still down. Despite this, WAIS some solid gains in Renaissance STAR (we only have 4 assessments worth of data for Renaissance), and based on incoming data, the evidence suggests we mitigated what could have been an even more precipitous drop.
- CMAS Achievement and Growth
  - Percent by grade that met/Exceeded in math by grade, 3 year trend:
    - Grade 3: 2019: 32%; 2021: No testing; 2022: 29% (-3%)
    - Grade 4: 2019: 29%; 2021: 30%; 2022: 3% (-26%)
    - Grade 5: 2019: 24%; 2021: No testing; 2022: 18% (-6%)
    - Grade 6: 2019: 21% 2021: 14%; 2022: 8% (-13%)
    - Grade 7: 2019: 33%; 2021: 20%; 2022: 13% (-20%)
    - Grade 8: 2019: 32%; 2021: 50%; 2022: 36% (+4%)
  - Percent by grade that met/Exceeded in ELA by grade, 3 year trend:
    - Grade 3: 2019: 23%; 2021: 15%; 2022: 29% (+6%)
    - Grade 4: 2019:28%; 2021: No testing; 2022: 17% (-21%)
Grade 5: 2019: 45%; 2021: 40%; 2022: 29% (-17%)
Grade 6: 2019: 53%; 2021: no testing; 2022: 50% (-3%)
Grade 7: 2019: 72% 2021: 30%; 2022: 35% (-37%)
Grade 8: 2019: 53% 2021: no testing; 2022: 48% (-5%)

3 Year trends for growth on CMAS Elementary:

- **Elementary Math**:
  - 2018: 59th percentile
  - 2019: 47th percentile
  - 2022: 37th percentile (-22 percentile drop)

- **Middle School Math**:
  - 2018: 47th percentile
  - 2019: 64th percentile
  - 2022: 61st percentile (+14 percentile increase)

- **Elementary Literacy**:
  - 2018: 48th percentile
  - 2019: 61st percentile
  - 2022: 41st percentile (-7 percentile drop)

- **Middle School Literacy**:
  - 2018: 76th percentile
  - 2019: 79.5 percentile
  - 2022: 71st percentile.

- **Renaissance Achievement and Growth 21-22**:
  - **Achievement (percent proficient) in STAR Early Literacy 21-22 school year**
    - Kindergarten: BOY: 26.5%, MOY: 55.6%; EOY: 72.2%
    - 1st grade: BOY: 46.7%; MOY: 37.5%; EOY: 65.4%
    - 2nd grade: BOY: 10.3%; MOY: 6.3%; Spring: 0% (this means second graders moved beyond to regular literacy test. A positive movement).

  - **Achievement (percent proficient) in STAR Literacy 21-22 school year**
    - 2nd Grade: BOY: 100%; MOY: 100%; EOY: 75%
    - 3rd grade: BOY: 11.8%; MOY: 42.9%; EOY: 36.4%
    - 4th grade: BOY: 13.3%; MOY: 32%; EOY: 22.6%
    - 5th grade: BOY: 10%; MOY: 17.4%; EOY: 4.2%
    - 6th grade: BOY: 9.7%; MOY: 12.1%; EOY: 26.5%
    - 7th grade: BOY: 24%; MOY: 33.3%; EOY: 25.9%
- 8th grade: BOY: 11.1%; MOY: 19.2%; EOY: 20.7%

○ Achievement (percent proficient) in STAR Math 2021-22 school year
  - 2nd grade: BOY 31.6%; MOY: 45.8%; EOY: 58.3%
  - 3rd grade: BOY: 15.4%; MOY: 22.2%; EOY: 48.1%
  - 4th grade: BOY: 33.3%; MOY: 40%; EOY: 38.7%
  - 5th grade: BOY: 6.7%; MOY: 27.6%; EOY: 30%
  - 6th grade: BOY: 25.8; MOY: 36.4%; EOY: 35.3%
  - 7th grade: BOY: 32%; MOY: 41.7%; EOY: 40.7%
  - 8th grade: BOY: 11.5%; MOY: 35.7%; 44.8%

● Growth in Growth Percentile Early Literacy 21-22 school year (BOY-EOY)
  - 1st grade: 82.9%ile
  - 2nd grade: 75%ile

● Growth in Growth Percentile STAR Literacy 21-22 school year (BOY-EOY)
  - 2nd grade: 66.7%ile
  - 3rd grade: 77.3%ile
  - 4th grade 90 %ile
  - 5th grade: 62.5 %ile
  - 7th grade 68.8%ile
  - 8th grade: 65.4%ile

○ Growth in Growth Percentile STAR Math 21-22 school year (BOY to EOY):
  - 2nd grade: 78.3%ile
  - 3rd grade: 100%ile
  - 4th grade 73.3%ile
  - 5th grade: 76.7%ile
  - 7th grade 69.2%ile
  - 8th grade: 82.1%ile

● Include other leading indicator data as appropriate (e.g. attendance). These should reinforce whatever is identified for the PPCs in the next section (make evident why the PPCs focus on the things they do).
  - Attendance: 2018-2022
    - 2018-19: 92.2%
- 2019-2020: 92.3%
- 2021-2022: 87.2%
  - In the 2021-22 school year, nearly 44% of the district was habitually truant.

- Panorama Survey Data: Though data was generally strong (above 75% positive responses) a few sub areas were of note.
  - 48% of intermediate and 56% of middle schools responded positively that “the behavior of their classmates helped them learn”
  - 60% of intermediate and 54% of middle school students responded positively that “they feel they belong at school.”
  - Only 40% of middle schoolers responded positively that they “felt connected to an adult at the school.”

Priorities Performance Challenges

- PPC 1: Student engagement and attendance fell in the 2021-22 school year as measured by the Panorama survey data above, as well as based on attendance rate when compared to earlier years.
- PPC 2: Although middle school growth was strong: the 60th percentile in math and 70th in literacy, achievement dropped in both subjects across all grades except for 8th grade literacy
- PPC 3: Intermediate math and literacy achievement scores dropped in virtually all intermediate grades. Some drops were over 20%. Median growth in both subjects was below the 50th percentile, when compared with previous years.

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

- RC 1: Students felt disconnected to the school in terms of their relationships with adults as well as indicated by their dip in attendance.
- RC 2: Although there was strong growth in middle school, the lack of achievement indicates missed opportunities to deepen learning to mastery.
- RC 3: Despite successful mitigation, pacing in instructional delivery was still too slow as indicated by the poor growth and achievement in intermediate.

Action Planning Tab

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

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

Success Criteria: see targets below for specific metrics.

1. Students, staff, and community view the school as safe and orderly
2. Improved staff and student attendance
3. Improved student perception about voice and involvement in school.
**Priority Performance Challenge:**

Student engagement and attendance feel in 21-22 as measured by Panorama survey data and attendance rates when compared to previous years.

**Root Cause Alignment:** Students felt disconnected to the school in terms of their relationships with adults.

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

<table>
<thead>
<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action steps to select for MIS 1:</strong></td>
<td>Example Resources to select for MIS 1:</td>
<td>• Revamping of WAIS Shared Vision and Mission</td>
</tr>
<tr>
<td>• Continuation of shared code of conduct. Revamping school mission and vision for tighter cohesion</td>
<td>• Panorama Supports and Environment Survey (HRS for students, staff, families)</td>
<td>• 85% of students will complete PRC competencies survey by 10/15/22</td>
</tr>
<tr>
<td>• Monthly social learning lessons, push-in, from psychologist and psychologist intern</td>
<td>• Panorama Student SEL Competencies Survey</td>
<td>• Within 30 days of completion, student data will be analyzed and three key areas of need will be identified with action plan developed</td>
</tr>
<tr>
<td>• Establishing Student Advisory Board to give voice to student decision making.</td>
<td>• Panorama Teacher Perceptions of SEL Survey</td>
<td>• Within 30 days of completion, educator perceptual data will be analyzed and action plan developed for three key areas of professional learning</td>
</tr>
<tr>
<td>• Create a plan aimed to promote psychological safety for students and staff, by planning strategies for all to feel safe, significant, respected, and related.</td>
<td>• Rethink Ed. Student SEL Self-Assessments</td>
<td>• Within 30 days of completion, data will be analyzed to determine the presence of trauma-responsive practices and action plan</td>
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<td>• Administer perceptual survey (Panorama) data collection in order to prioritize needs, based on student voice.</td>
<td>• Trauma Responsive Classroom Checklist</td>
<td>• By November 30, educator activity in Rethink Ed platform will show an increase of 20% as compared to the 22-22 school year</td>
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<tr>
<td>• Provide professional development in response to educator perceptual data (Panorama), based on data of teacher perceptions.</td>
<td>• Four elements of flourishing SEL team guiding questions</td>
<td>• Introduce proficiency scale topics with staff</td>
</tr>
<tr>
<td>• Families will acknowledge and sign the Student Rights and Responsibilities Handbook during online registration.</td>
<td>• PRC Proficiency Scales</td>
<td>• Allow staff to consider PRC content as part of the professional goal setting process, using the staff PRC self-reflection</td>
</tr>
<tr>
<td>• (PBIS) will be updated and shared with faculty and staff with associated rules and procedures shared with all students.</td>
<td>• PRC Planning Site</td>
<td>• Implement “Kudos Crew”--teacher to teacher recognition system by 9/1/22</td>
</tr>
<tr>
<td>• Specific skills will be targeted using the personal relational proficiency scales.</td>
<td>• PRC District Instructional Resources Department Resources</td>
<td>• Implement W.I.S.E. Teacher celebration in weekly drawing as of 9/1/22</td>
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<td>• Continuation of “Code 5” “Code 15” administrative intervention system for classroom disruptions.</td>
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<td>• Emergenetics training for new staff - 9/19</td>
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<td>• Attendance Tracking posted for students and staff in main vestibule by 9/15</td>
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</table>
- Implementation of Attendance tracker for students and staff.
- Enhance truancy expectations with students
- Attendance winners at student and class level

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<th>Target Setting (Student Metrics)</th>
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<tbody>
<tr>
<td><strong>Environment</strong></td>
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<tr>
<td>- Panorama HRS 1 Data</td>
</tr>
<tr>
<td>○ Overall data should be 75% favorable response or higher for student, staff and parent community by end of the 22-23 school year.</td>
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<tr>
<td>- Attendance data:</td>
</tr>
<tr>
<td>○ Staff will have an average of 98% attendance rate monthly by EOY</td>
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<td>○ Students will have 94% attendance rate in 2022-23 and 95% attendance rate in 23-24</td>
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<td><strong>Personal Relational Competency</strong></td>
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<tr>
<td>- PRS Competency Data - Six-week data cycle tools: 95% students surveyed, 50% reduction of disciplinary referrals by the end of 22-23 school year (as compared to previous years), 100% of PRS lessons delivered throughout the school year.</td>
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<tr>
<td>- Example: 75% of students will respond positively that “they matter” and “they have at least one adult they can go to in the building” and “They have a method to voice opinions in how the school is run.”</td>
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<td>- 75% or higher of students will respond positively to questions focused on “safety and orderliness”</td>
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<tr>
<td><strong>Major Improvement Strategy 2</strong></td>
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<tr>
<td><strong>Name:</strong> 2.1 The school has adopted the Westminster Instructional Model, which is used provide feedback to teachers regarding their status and growth on specific pedagogic…</td>
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What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc): 100% implementation of Year at a Glance (YAAG) in every content area including individual unit plans.

Aligning Priority Performance Challenge(s):
- Although middle school growth was strong: the 60th percentile in math and 70th in literacy, achievement dropped in both subjects across all grades except for 8th grade literacy

Aligning Root Cause(s):
- Although there was strong growth in middle school, the lack of achievement indicates missed opportunities to deepen learning to mastery.
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</table>
| ● The instructional leadership team will establish a plan to identify specific design areas to prioritize for maximizing student outcomes. | ● Westminster Instructional Model (WIM) Folio IV: General Instruction  
● HRS 2 Process | ● By September 15th school and district walkthrough processes will be discussed with staff to determine efficacy of school WIM focus areas.  
● By September 15 WAIS will begin its own school based walkthrough, visiting classrooms biweekly.  
● By September 30 all teachers will have HRS goals set using the WIM. Goals will change as they mastered.  
● By December all staff will be fully trained (8 asynchronous modules) in PBL and will be delivering cross curricular content with student mastery as a goal.  
● Instructional rounds (educator to educator, as indicated in the HRS II process) will begin in January of 23 with a specific focus on classroom instruction, student goal setting, teaching to mastery, etc.  
● By January of 23 teachers will begin implementing full PBL model in one content area. |
| ● PLC’s will use a consistent protocol to generate a collaborative process for professional learning in the specific design areas identified. | | |
| ● WAIS learning walk process will be merged with WIM district walkthrough process in order to stay consistent as well as to give teachers timely feedback on their progress. | | |

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<th>Target Setting (Student Metrics)</th>
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**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.
- 100% of teachers will have had at least 3 walkthrough feedback reports by the end of first semester.
- 100% of teachers will be trained in PBL asynchronous PD by the end of first semester.
- 100% of teachers will have participated in a teacher to teacher learning walk by the end of the 22-23 school year.
- WAIS will receive HRS 2 certification by the end of the 22-23 school year.
- 100% of teachers will have delivered either 1 or 2 PBL units, depending on job classification.
- MOY and EOY student data should show student classes growing at the 65th percentile or higher.

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<td><strong>Major Improvement Strategy 3</strong></td>
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**Name:** 3.5 The school engages in continuous improvement processes that produces evidence, with measurable results of improving student learning and professional practice.

**What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):** Teachers, students and staff will participate in goal setting to ensure 1.5 years of growth is made in each content area. Students will successfully transition to high school to prepare students for the day after graduation.

**Aligning Priority Performance Challenge(s):**
- PPC 2: Although middle school growth was strong: the 60th percentile in math and 70th in literacy, achievement dropped in both subjects across all grades except for 8th grade literacy.
- PPC 3: Intermediate math and literacy achievement scores dropped in virtually all intermediate grades. Some drops were over 20%. Median growth in both subjects was below the 50th percentile, when compared with previous years.

**Aligning Root Cause(s):**
- RC 2: Although there was strong growth in middle school, the lack of achievement indicates missed opportunities to deepen learning to mastery.
- RC 3: Despite successful mitigation, pacing in instructional delivery was still too slow as indicated by the poor growth and achievement in intermediate.

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

### 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.

### Math:
- **M2.** Evidence of enVisions lesson and scope/sequence as seen in teacher YaaG, Unit and lesson plans.

### Connection with High School:
- 8th grade students will take PSAT in November.
- 8th grade students will be visited by the Future's Center throughout the year, with critical visits happening in the Spring to help them select courses for the 23-24 school year at the high school.

### 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.
- Growth on Renaissance assessments should be at the 65th percentile or higher for each class.
- 100% of eligible students will take the PSAT assessment in November.
- 100% of students transitioning to the High School will have a course meeting with Future's Center/High School Counseling team.

### Action Planning Tab

#### Major Improvement Strategy 4

**Name:** 4.1 Clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):

All students will make 1-1.5 years of growth as measured in Empower.

Aligning Priority Performance Challenge(s):

- RC 2: Although there was strong growth in middle school, the lack of achievement indicates missed opportunities to deepen learning to mastery.
- RC 3: Despite successful mitigation, pacing in instructional delivery was still too slow as indicated by the poor growth and achievement in intermediate.

Aligning Root Cause(s):

- RC 2: Although there was strong growth in middle school, the lack of achievement indicates missed opportunities to deepen learning to mastery.
- RC 3: Despite successful mitigation, pacing in instructional delivery was still too slow as indicated by the poor growth and achievement in intermediate.

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</table>
| Empower                                | ● YAAG and Multi-level Instructional Tools  
● Empower Reports                       | Empower  
● 100% of teachers will produce YAAG and unit plans with student grouping clearly delineated to measure in 6 week data cycles by September 15  
● Teacher/student should present growth goals to parents at conferences in October  
● Empower GLE growth goals will be monitored and included in 6-week data cycle process |
|                                       | ● Every student has an expected Empower GLE growth goal (1.0-1.5 years growth) in Literacy, Math, Science, and Social Studies  
● Empower GLEs are accurate and correlate to local and external assessment results | |

Target Setting (Student Metrics)

Empower

- 85% of students will achieve the expected Empower GLE growth goal
- Increase school-wide correlative results by 25% from EOY ‘21-’22 to EOY ‘22-’23. This is the measure of the correlation between Empower GLE, Renaissance assessment data, and CMAS/DIBELS assessment data (where applicable).
- 100% of teachers will have YAAG and Unit plans posted by September 15 in classroom.
**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):**

Classroom groupings will be based on students EOY growth expectation of 1-1.5 years of growth. Classrooms will have no more than 2 levels/age groups to ensure for tight instruction. Mondays are scheduled to make broad PBL instruction with maximal student choice possible.

**Aligning Priority Performance Challenge(s):**
- RC 2: Although there was strong growth in middle school, the lack of achievement indicates missed opportunities to deepen learning to mastery.
- RC 3: Despite successful mitigation, pacing in instructional delivery was still too slow as indicated by the poor growth and achievement in intermediate.

**Aligning Root Cause(s):**
- RC 2: Although there was strong growth in middle school, the lack of achievement indicates missed opportunities to deepen learning to mastery.
- RC 3: Despite successful mitigation, pacing in instructional delivery was still too slow as indicated by the poor growth and achievement in intermediate.

<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, will be created prior to the start of the school year using previous year’s EOY data</td>
</tr>
<tr>
<td>Students are academically grouped by Literacy and Math separately</td>
<td></td>
<td>Class rosters are adjusted by the end of the third week of school after new students are properly leveled</td>
</tr>
<tr>
<td>Core teachers are provided suggested primary instruction levels for each class roster they are responsible to teach</td>
<td></td>
<td>The school schedule is designed to allow for a midday transition from Literacy to Math</td>
</tr>
<tr>
<td>Alternative Monday schedule (early release) to assure successful PBLs</td>
<td></td>
<td>PBL Monday structure in place by the first day of school</td>
</tr>
</tbody>
</table>

**Target Setting (Student Metrics):**

- 100% of students are rostered into classrooms with the primary instructional level that matches his or her Projected EOY GLE
- 100% of students are academically grouped into appropriate Literacy and Math classrooms
- 100% of students will conduct a PBL each semester, with a success rate of 85% of students.