Westminster High School, proudly a part of Westminster Public Schools in Westminster, Colorado has an overall student population of approximately 2,100 students. Our school and district have successfully maintained our Competency Based System of education, where students must provide evidence of proficiency before earning credit and advancing to the next level of learning, for the past 13 years. Our school consists of 72% Latino students, 20% White, 5% Asian, and 3% other. Approximately 72% of our students are economically challenged and qualify for free and reduced lunch and 46% of our students are English language learners. The Principal is in her eighth year as the building leader, but was an Assistant Principal for two years prior. Two of the Assistant Principals have been in their position for 7 plus years. One Assistant Principal is new to the building this year and the Athletic Director is in his 4th year. We also have a District CTE Coordinator and District Arts Coordinator that work with our staff as well. Westminster High School currently has 110 teachers, 11 instructional paraprofessionals, 7 counselors, 2 school psychologists and 1 school social worker. We also have 2.5 school based therapists from the Community Reach Center. We have the Westminster Public Schools Future Center that is located in our library. The Future Center staff is available every school day. These counselors communicate regularly with all students via meetings, phone calls, emails and text messages to keep them informed of career and college-preparation opportunities, including college tours, scholarship application workshops and financial aid nights.

**Competency-Based Education**

In the 2009-10 school year, Westminster Public Schools chose 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.

As WPS engages all schools in pursuing Levels 1-5 of the High Reliability Schools™ framework Westminster High School is pursuing this status as well. We will be completing Level 1 by November 1, 2022. This provides schools 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, along with two progress monitoring windows, 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.

**Data Review Process**
Members of the School Leadership Team, along with our Building Instructional Leadership Team (BILT), district leaders and parents on our Building Advisory and Accountability Committee (BAAC) carefully review, each year, the performance summary in the school Performance Framework to examine our specific performance and notable trends. Data reviewed and analyzed includes PSAT and SAT results, Renaissance, Science CMAS, ACCESS and overall school attendance and discipline reports, as well as various staff and student surveys. The team then analyzed all available data and determined root causes, notable trends, and major improvement strategies. Department Chairs meet monthly to review UIP strategies as well as determine what changes need to be made in our processes. We also have a BILT (Building Instructional Leadership Team) that is charged with reviewing our Professional Development to assure that it is functioning in a way that drives our instructional model.

**PLC (Professional Learning Community)**

Our instructional staff meets every other Wednesday in vertical content PLC teams to plan together as content teams and address any needs in order to adjust instructional strategies based on a data review of team developed common assessments. When teachers analyze their data they identify students that need Tier 2 intervention support and work with those students during our ALPHA time that occurs twice a month. This is both in small groups and individually. This is also our opportunity to address any teacher learning gaps and re-teaching opportunities to strengthen the deployment of our initiatives.

**Culture and Climate**

We have worked to develop and implement a PBIS structure to highlight students that are portraying the qualities of the ALPHA (Achieve, Lead, Persevere, Honor, Accept) Wolf throughout this time. These students are given Wolf gear, credit to our school store and allowed special privileges inside and outside of the school. This PBIS system is in place for the staff as well. We have implemented both student and faculty shout outs to reward those students and staff that are going the extra mile. Teachers shout outs are provided by parents and student shout outs are provided by staff. These are sent often via email to our community so that we can publicly praise their efforts.

We have developed a strong Student Leadership team over the past few years that has begun to take on more of a leadership role in regards to day to day activities that support students making good choices and their involvement within the school and community. They have been creative by offering opportunities for students to be involved in community service and fundraising efforts for families in need. They are spearheading culture and climate activities to foster community through our traditions.

Mental Health support is a vital piece of our work now more than ever and plays an integral role in students academic success. All of our Mental Health professionals hold office hours and run small group sessions with multiple students throughout the day. They are also conducting one on one sessions and interviewing numerous students to learn of their possible struggles. They have created and delivered training sessions to all staff members with techniques and strategies to not only assist students with any mental health struggles but themselves as well as staff members can not take care of our students if they do not take care of themselves first.
Prior Year Targets

Westminster High School 2021-22 improvement planning goals were centered around increasing student engagement as we returned from remote learning. We experienced many obstacles due to the pandemic impacts and saw a need to focus our efforts on strategies that would increase academic achievement, academic growth and graduation rates. Strategies included an attendance initiative and work/target completion rates in Empower in order to affect academic achievement. The pandemic impacts decreased engagement from some students, many who struggle with their academic success. Staff and students struggled with full time learning and we saw many behaviors that we had not experienced before. This trend was identified by students who struggled with the transition back to being back in the building full time with structure. Priority was to put our students' mental health and safety at the forefront of every decision that is made based on Maslow's Hierarchy of needs. Staff communicated with families and discussed root causes of engagement issues and collaborated to support success and engagement efforts.

Current Performance

According to Westminster High School's School Performance Framework, our current status is "Improvement" again this year with the system on pause, however we gained 2 points towards Performance in our school SPF.

Our overall rating for Academic Achievement does not meet state and federal expectations. However, we are “approaching” in both Academic Growth and PostSecondary&Workforce Readiness. We had over a 95 % participation rate therefore the scores that we received are a true reflection of our entire population. In regards to our English Language Learners we fall into the “Meets” category. ACCESS, PSAT, and SAT, CMAS Science are the assessments that are used systemically in Westminster High School. We have now transitioned fully to the use of STAR Renaissance suite as our local measure.

STAR Renaissance

<table>
<thead>
<tr>
<th>Math</th>
<th>% at/above benchmark</th>
<th>% on watch</th>
<th>% intervention needed</th>
<th>% urgent intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>18</td>
<td>22</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>10th grade</td>
<td>21</td>
<td>25</td>
<td>22</td>
<td>32</td>
</tr>
<tr>
<td>11th grade</td>
<td>30</td>
<td>27</td>
<td>18</td>
<td>25</td>
</tr>
</tbody>
</table>
• Reading

<table>
<thead>
<tr>
<th></th>
<th>% at/above benchmark</th>
<th>% on watch</th>
<th>% intervention needed</th>
<th>% urgent intervention</th>
</tr>
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<tbody>
<tr>
<td>9th grade</td>
<td>12</td>
<td>21</td>
<td>25</td>
<td>42</td>
</tr>
<tr>
<td>10th grade</td>
<td>8</td>
<td>21</td>
<td>23</td>
<td>47</td>
</tr>
<tr>
<td>11th grade</td>
<td>14</td>
<td>21</td>
<td>23</td>
<td>43</td>
</tr>
</tbody>
</table>

CO SAT School Day 2022:
• Mean Total Score-863.4
• Mean Evidence-Based Reading and Writing-446.1
• Mean Math Score-417.3

CO PSAT 10 School Day 2022:
• Mean Total Score-780.3
• Mean Evidence-Based Reading and Writing-400.8
• Mean Math Score-379.5

Post-secondary and Workforce Readiness (PWR)

• Dropout-Over the past 5 years we have seen a decrease in our Dropout rate and this year recorded a 1.1% dropout rate, well below the state average, and .4% lower than last year.
• Graduation Rate-We have a 91.2% rate for our 5 year Graduation rate. Graduation rates for all years, 4-7, are above 80% which is comparable to the state average.
• Matriculation -Our overall percent score was 33.9%, which does not meet the state expectation. We believe we saw a decrease in this due to the pandemic and the financial hardship on our families.
• CTE Credentials-280 students received credentials from their pathway.

Trend Analysis

• SAT/PSAT - Achievement
○ Prior to 2020, achievement was trending upward in math. In 2022, the data indicates a flat trend from 2021 but does not indicate that we have returned to the 2019 performance levels.
○ Prior to 2020, achievement was trending upward in EBRW. In 2022, the data indicates a flat trend from 2021 but does not indicate that we have returned to the 2019 performance levels.

● SAT/PSAT - Growth
  ○ Since 2019 we have seen an upward trend in academic growth in EBRW all subgroups are approaching, in math overall the data indicates approaching with two subgroups that are still at “does not meet”.

● ACCESS - Growth
  ○ Access growth has been trending upward for some time and continued in 2022 with a median growth rate of 63.

● Graduation Rates
  ○ Graduation rate has been trending upward for some time and continued in 2022 with 91.2% graduation rate for all students.

● Matriculation Rates
  ○ Shows a decline in 2022, but was trending upward prior to 2019, this data still does not meet expectations.

● Dropout Rates
  ○ Dropout rate has been trending down for some time and continues decreasing, landing at 1.1% for 2022.

● Attendance and Truancy
  ○ Attendance was trending upward prior to 2020, it dropped in 2021 but is now above the 2020 numbers, sitting at 86.4%
  ○ Truancy was trending downward prior to 2020, it jumped up in 2021 but is now below the 2020 numbers, sitting at 9.7%.

● Renaissance (new in 2020-21)
  ○ Overall trend for math shows that students are moving upwards out of intervention into at or above benchmark.
  ○ Overall trend for reading shows that students needing intervention has not changed but that students scoring at or above benchmark has increased.

### Priority Performance Challenges

- **Sense of Belonging:** In our Panorama Survey results only 34% of our students feel a sense of belonging and 48% feel that there is a positive school culture. This is drastically lower than previous years. (MIP 1)
- **Low Academic Achievement:** In Academic Achievement, Westminster High School has been rated in the does not meet category. A continued effort is needed to establish higher academic performance especially in light of the impacts with the COVID 19 Pandemic. (MIP 2,3,4)
- **Continue growth in all academic areas.** Students have trended towards approaching academic growth median percentiles over the last five years. The 2021-22 school year lost some ground. This work needs to continue so the overall trend will continue with upwards momentum. (MIP 2,3,4)
- **4 Year Graduation Rate** -Even though our 5 year Graduation Rate was above 90% and Westminster High School has met state standards for graduation rates in 2018-2021, we are anchoring efforts to continue this high impact initiative in 2022-23 regardless of the pandemic impacts from last year. (MIP 5)
The Matriculation rate fell from 47.0% to 33.9%. We should see the increased opportunity for student to find their passion through the variety of career and college pathways (MIP 5)

<table>
<thead>
<tr>
<th>Root Causes (Adjustments)</th>
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<tbody>
<tr>
<td>Sense of Belonging: A low sense of belonging was reported by students in the recent Fall 2021 Panorama Survey results, 34% of students who participated reported a favorable result. We saw an increase this year up to 56% but we still believe that this is not high enough and will continue to work towards this.</td>
</tr>
</tbody>
</table>
| Inconsistent Progress Monitoring, common assessments and clear benchmarks During the 2020-21 school year inconsistent progress monitoring and PLC data cycles were happening across the school.  
  - We have identified a school wide goal to address this. “I will use a variety of student centered assessments to facilitate responsive interventions, student driven goal setting and progress monitoring so that each student achieves a minimum of 1.5 years growth as measured by STAR data.” Each teacher will address through individualized action plans. |
| Culture and Climate: When asked on the Panorama survey “When I accomplish something important, people notice and celebrate it.” only 55% responded favorably. |
| Continued Improvement for Attendance Monitoring Prior to March 2020, a strong and consistent system was in place for monitoring student attendance and the school began to see growth in attendance rates. As students returned full time to in-person learning in the 2022-23 school year attendance rates were inconsistent and unstable and led to a significant increase in students considered chronically absent. We need to reinvigorate our past model and make improvements to it to support student attendance. |

<table>
<thead>
<tr>
<th>Action Planning Tab</th>
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</thead>
<tbody>
<tr>
<td>Major Improvement Strategy 1 (Choose a system, process, or target that needs adjustment).</td>
</tr>
<tr>
<td>Name: 1.7 The success of the whole school, as well as individuals within the school is appropriately acknowledged</td>
</tr>
<tr>
<td>What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):</td>
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</tbody>
</table>
When asked, faculty and staff generally report that the accomplishments of the school have been adequately acknowledged and celebrated.

<table>
<thead>
<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
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</thead>
</table>
| - Identify building-wide supports currently being implemented. Select practices to start, stop, and continue. | **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  
  - Four elements of flourishing SEL team guiding questions  
  - PRC Proficiency Scales  
  - PRC Planning Site  
  - PRC District Instructional Resources Department Resources  
  - ALPHA student of the week  
  - Monthly staff meetings to include acknowledgements and celebrations  
  - Grade level meetings will include whole class celebrations.  
  - PBIS reward system  
  - Sunshine Committee  
  - Department specific celebrations  
  - Academic Awards twice a year.  
  - Senior Awards | - 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 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 22-22 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 *Well-Being 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 |
| - 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. |  |  |
**Target Setting (Student Metrics)**

**Personal Relational Competency**
- We will see an increase in our Panorama survey for a student’s sense of belonging and connectedness to adults so that 80% of our students answer these favorably.

**Student Behaviors**
- We will see a 10% decrease in the number of suspensions by 10% from First to Second Semester.
- We will see a 5% increase in attendance from the 21-22 to 22-23 School year.
- We will see a 5% increase in participation in ExtraCurricular Activities from the 2021-22 to 2022-23 School Year.

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**Action Planning Tab**

**Major Improvement Strategy 2**

**Name:** 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...  

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<thead>
<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
</tr>
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<tbody>
<tr>
<td>Westminster Instructional Model</td>
<td></td>
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<tr>
<td>- WIM1. All instructional staff will complete the WIM self-assessment by 10.7.2022 in order to identify and prioritize specific elements of the WIM model to facilitate building-wide professional learning opportunities</td>
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<tr>
<td>- WIM2. Staff will always be working on 3 goals based on the WIM elements. When one goal is completed with the necessary evidence, another goal will be set in order to promote continuous teacher growth.</td>
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<tr>
<td>- WIM3. Coaches and school administration will work individually with instructional staff to determine and monitor professional learning plans with check-ins toward progress at MOY conferences and</td>
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</table>

  - [Westminster Instructional Model](#)  
    - Folio IV: General Instruction  
    - [WIM Teacher Scales](#)  

  - By 9-28-2022, school and district walkthrough processes will be discussed with staff to determine efficacy of school WIM focus areas.  
  - WIM1. Teachers complete the self-assessment by 10-7-2022.  
  - WIM2/WIM3. Principals will work with all teaching staff to set a minimum of three WIM goals as a part of staff evaluation tools by 10-28-2022.  
  - WIM4. Goals will be monitored at MOY meetings completed with all staff by 12-14-2022. Instructional leads will help with this process (ongoing).
in context to classroom observations and reflections throughout the year.

- WIM4. Coaches and school administration will complete regular walkthroughs to help in the evaluation and completion of individual WIM goals.
- WIM5. Building Instructional Leadership Team will provide continuous in-person and on-demand professional learning opportunities to help teachers in reaching their goals.

- WIM. Goals will be evaluated at EOY meetings completed with all staff by (Probationary teachers by 3-3-2022; All staff by 5-5-2022).

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<tr>
<th>Target Setting (Student Metrics)</th>
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**Completion of WIM Goals Based on WIM Self-reflection and Continuous Monitoring of Goals**

- One school wide goal is set based on the WIM Self Reflection.
- Teachers set 3 goals based on the WIM elements at BOY meetings.
- Completion of WIM goals is tracked in RANDA.

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<th>Action Planning Tab</th>
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**Major Improvement Strategy 3**

<table>
<thead>
<tr>
<th>Name: 3.1 School curriculum and accompanying assessments adhere to national, state and district standards.</th>
</tr>
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<tbody>
<tr>
<td><strong>Action Steps (Systems Process &amp; Targets)</strong></td>
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<table>
<thead>
<tr>
<th>Curriculum and Planning</th>
<th>Year at a Glance template</th>
<th>Early Literacy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● CP1. Teachers will utilize planning documents (YaaG, Unit Plans, Westminster Instructional Model) to implement appropriate instructional pacing to ensure student learning across the school year.</td>
<td>Year at a Glance template</td>
<td>● CP1/2. By 10/1 100 percent of the content teams within the school will submit their year at a glance.</td>
</tr>
<tr>
<td>● CP2. Teachers in content teams create Year at a Glance plans to align their instruction with proficiency scales and plan out when common assessments will be administered. The year at a glance will identify which proficiency scales will be prioritized.</td>
<td>Unit Planner Template</td>
<td>● CP3. By 10/15 coaches and instructional leaders will have reviewed and provided feedback on the year at a glance documents and teachers will have them posted in their classrooms.</td>
</tr>
<tr>
<td>● CP3. Instructional leaders review the Year at a Glance and provide feedback.</td>
<td>enVisions curricular resources (math)</td>
<td>● CP4. Instructional leaders will focus learning walks on content teams, collecting data to determine how aligned teams are in the identified pacing and instruction of the intended curriculum and priority scales. This feedback will be reviewed with the PLC team along with the assessment data review. (ongoing)</td>
</tr>
<tr>
<td>● CP4. During professional learning communities, content teams collaboratively plan units based on the year at a glance and the proficiency scales identified, as well as go over observation feedback with an instructional leader.</td>
<td>Marzano Compendium and Folios</td>
<td>● CP5. Instructional leaders will collect a sampling of common assessments across contents and review them for direct connections to the expected learning and provide feedback to content teams for changes as needed. (ongoing)</td>
</tr>
<tr>
<td>● CP5. Content teams will code common assessments to identify the standards they measure and make changes to the assessments as needed to ensure the direct connection to the priority scales/skills in the unit.</td>
<td>Building Writing Rubrics</td>
<td>● Assessment:</td>
</tr>
<tr>
<td></td>
<td>Level 9/10 Level 11/12</td>
<td>● A1. Teachers will administer the STAR assessment to students by 9/02 and use this data to help inform instructional groups.</td>
</tr>
<tr>
<td>Assessment:</td>
<td></td>
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<tr>
<td>● A1. Student progress targets will be established based on BOY Renaissance data</td>
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<tr>
<td>● A2. Within professional learning communities, teachers will create common assessments that align to district standards.</td>
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<tr>
<td>● A3. Instructional leaders collect and review common assessments to ensure alignment with proficiency scales.</td>
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<tr>
<td>● A4. The school will conduct progress monitoring of student reading and math skills per the district’s assessment recommendations (5 times a year - August, October, December, March, and May through STAR testing).</td>
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</tbody>
</table>
A2/3. Instructional leaders will collect common assessments and meet with content teams to go over alignment to scales and common grading rubrics (ongoing).

A4. Teachers will regularly administer the STAR assessment throughout the year to monitor student academic growth and inform instruction and assessment (ongoing).

<table>
<thead>
<tr>
<th>Target Setting (Student Metrics)</th>
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<tbody>
<tr>
<td><strong>Student Proficiency</strong></td>
</tr>
<tr>
<td>- When the Action Steps and Implementation Benchmarks occur, we expect 85% of students to be on pace in each class as indicated by Empower pacing.</td>
</tr>
<tr>
<td>- Renaissance - 85% of students should meet student-specific appropriate growth metrics in literacy and math as preset in the system.</td>
</tr>
<tr>
<td>- Common Assessments - 85% of students should meet proficiency on common assessments, at the conclusion of each unit and inline with the year at a glance pace.</td>
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<tbody>
<tr>
<td><strong>Major Improvement Strategy 4</strong></td>
</tr>
<tr>
<td><strong>Name:</strong> 4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students</td>
</tr>
</tbody>
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<tr>
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</table>
| Empower | ● E1. Every student has an expected Empower GLE growth goal (1.0-1.5 years growth) in Literacy, Math, Science, and Social Studies as measured by Empower evidence and scores.  
● E2. Empower data is compared to external assessments to compare student growth with nationally normed data.  
● E3. Empower data is discussed at PLC meetings along with student work to ensure regular Empower updates and interrater reliability in grading.  
● E4. Empower data is discussed with families at Parent Teacher Conferences and one-on-one student meetings.  
| STAR | ● S1. STAR data is collected regularly through math and literacy classes.  
● S2. Teachers use STAR math and reading data to create differentiated groups in the classroom to help meet individual needs.  
● S3. STAR data is brought to PLCs as a piece of common assessment data and student growth and performance are discussed.  
● S4. STAR results are compared to teacher created common assessments  
● S5. Teachers use Nearpod lesson recommendations based on STAR results to help instruct small groups.  
| Formative/Summative Assessment | ● FSA1. Teachers create assessments with their content teams during regular PLC meetings.  
● FSA2. Teachers use formative assessment to drive their daily instruction.  
● FSA3. Teachers use summative assessment to measure student growth and achievement in their classrooms.  
| YAAG and Multi-level Instructional Tools | ● Empower Reports  
● Credits earned reports via Infinite Campus  
● STAR assessment and associated Nearpod skills focused  
| Empower | ● E1. Routine and regular student evidence are put in Empower and discussed at PLCs (ongoing).  
● E2/E3. Correlative results are analyzed after each appropriate benchmark (ongoing).  
● E4. Teachers/students should discuss Empower data with parents at conferences on 9-28.  
| STAR | ● S1/S2. Teachers use STAR data to inform their differentiated groups during each testing cycle (ongoing).  
● S3/S4. STAR data is discussed in PLC meetings and discussed alongside other common assessment data (ongoing).  
● S5. Teachers will explore and plan one activity using the STAR/Nearpod activity connections by 10/15.  
| Formative/Summative Assessment | ● FSA1. Common assessments are created with teacher content teams (ongoing).  
● FSA1. Common assessments are submitted to instructional leads prior to each unit for feedback and discussion.  
● FSA2/FSA3. A variety of assessments are used in the classroom to help drive instruction and update students on achievement progress (ongoing).  
| Credits earned reports via Infinite Campus  
● STAR assessment and associated Nearpod skills focused  
| Empower Reports |
- FSA4. Common assessment data is discussed in PLC meetings by content teams to ensure students are receiving the same experience from teacher to teacher.

- FSA4. Common assessment data is regularly discussed at each PLC meeting along with student work samples (ongoing).

### Target Setting (Student Metrics)

- 85% of students will achieve the expected growth levels according to Empower and STAR testing data
- Increase school-wide correlative results by 25% from EOY ‘21-’22 to EOY ‘22-’23

### Action Planning Tab

#### Major Improvement Strategy 5

**Name:** 5.3: Students who have demonstrated advanced competence levels are afforded immediate opportunities to begin work on advanced content and/or career paths of...

<table>
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<tr>
<th>Action Steps (Systems Process &amp; Targets)</th>
<th>Resources</th>
<th>Implementation Benchmarks</th>
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</table>
| - Student credit attainment and level proficiency guide student placement within course schedules | - Student Academic Plan- Four year course plan annually reviewed  
- Course Completion document- managed by teachers and counseling staff to insure real-time movement and placement towards student academic need/want  
- Personalized Learning Plans- ensures students are working towards realistic and rigorous goals  
- Internal and external career internship and post-secondary partners (FRCC, Careerwise, Metro State College, etc.) | - 90% of scheduled classes meet student pathway choice, per Academic Plan, by September 1, 2022.  
- Student level movements occur related to content in real-time, either in the classroom, or through rescheduled courses so that each student is in the appropriate course.  
- Students engage in ALPHA Time based on both need or choice, to extend learning once per week for the entirety of the year. |
- Each of the 13 CTE pathways offer CTE student organization (CTSO) membership, college credit and the opportunity to earn at least one industry credential.
- Each CTSO teaches specific pathway technical skills, leadership and PWR skills. Students are then able to compete at State and Nationals (if they qualify) to demonstrate proficiency with these skills.
- Each CTE pathway offers one industry-sponsored project (ISPs) each year. These ISPs are co-developed with industry partners and are exemplars of high-level work-based learning.

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<tr>
<th>CDE State Credential List</th>
<th>CTSO curricular resources and competition guides</th>
<th>ISP template/Guidance from CCCS</th>
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- CTE students complete industry credential exams in March and April of 2022.
- Students participate in CTSO State competitions that are held in the spring and Nationals that are held in the summer.
- CTE Industry Sponsored Projects are implemented throughout the year based on the demands of the driving question. Teachers work with industry partners to create the project, then those partners serve as project mentors and evaluators. Teachers share progress with administration throughout the project. Projects are completed and presented in May.

**Target Setting (Student Metrics)**

- 100% of students select course options that represent an initially identified pathway or area of interest by Spring semester the year prior
- 100% of students are rostered into classrooms according to their learning levels and requisite to individual Pathways and future plans at the beginning of the academic year.
- 100% of students are provided a choice of course enrollment including International Baccalaureate, Concurrent Enrollment, and course work earning industry credentials.
- 100% of students are provided information and guided towards understanding concurrent enrollment opportunities