



# **D49 Bennet Ranch Elementary UIP**

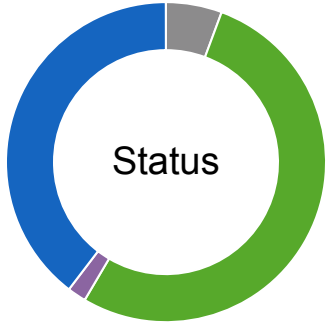
Jul 01, 2021 - Jun 30, 2021

Current Reporting Date: Nov 15, 2021

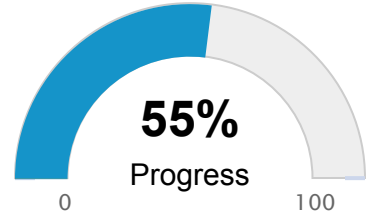
Report Created On: Oct 19, 2021

<b>8</b> School	<b>36</b> Action Plan	<b>106</b> Project
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## Overall Summary



	%
● Status Pending	5.66
● On Track	52.83
● Upcoming	1.89
● Completed	39.62



### Report Legend

No Update

Overdue

Priority

School 1 Progress 26%

Falcon Zone Leadership

Owner: Sue Holmes

Action Plan: 6 Project: 9

	%	#
Status Pending	11.11	1
On Track	88.89	8

Update provided by Sue Holmes on Oct 18, 2021 20:40:36

**Action Plan 1.4: SY22 Digital Ecosystem (15.0% completed)**

Our power/supporting standards and learning plan generator will be accessible to all teachers through our emPower Tools.

**Action Plan 1.6: Community (25.0% completed)**

Great communication of what EmpowerFZ looks like in classrooms and how it is benefitting students is going out from all of our schools to our community.

**Action Plan 1.1: Leadership (34.5% completed)**

**Project 1.1.1: SY22 Facilitate zone-wide and internal instructional rounds at each school (34% completed)**

Completed second set of instructional rounds at FMS.

√Determine problem of practice

**Project 1.1.2: SY22 Promote and celebrate EmpowerFZ successes featuring students, alumni, staff and community (35% completed)**

It is becoming more of the norm for schools to feature EmpowerFZ successes to their communities.

**Action Plan 1.3: Modern Curriculum (0.0% completed)**

Work over the summer identified power standards and supporting standards. During the summer and this fall we have developed proficiency scales for all K-12 standards. We are about to launch a learning plan generator which will load in our proficiency scales.

**Action Plan 1.2: Instructional Model (25.0% completed)**

**Project 1.2.1: SY22 Regularly examine our EmpowerFZ instructional model (50% completed)**

As a steering committee we recently updated our instructional identifiers that further illustrate our instructional model. We also reflected on all of the times we have used our model as a guide as well as reflected on our model to determine what changes we might need to make.

**Project 1.2.2: SY22 Learner profile utilization will support student empowerment**

We are on track to launch learner profiles right after fall break. We have developed resources for students, parents and staff regarding our learner profiles as well.

**Action Plan 1.5: Professional Learning (37.0% completed)**

More and more of our EmpowerFZ professional development is being led by our own teachers--growing from within!

Action Plan 1.1 Progress 35%

Leadership

Owner: Sue Holmes

Project: 2

	%	#
On Track	100.0	2

Update provided by Sue Holmes on Oct 18, 2021 20:31:11

**Project 1.1.1: SY22 Facilitate zone-wide and internal instructional rounds at each school (34% completed)**

Completed second set of instructional rounds at FMS.

√Determine problem of practice

**Project 1.1.2: SY22 Promote and celebrate EmpowerFZ successes featuring students, alumni, staff and community (35% completed)**

It is becoming more of the norm for schools to feature EmpowerFZ successes to their communities.

**Project 1.1.1**

Update provided by Sue Holmes on Oct 18, 2021 20:13:28

Sep 01, 2021 - May 09, 2022 On Track Progress 34%

Completed second set of instructional rounds at FMS.

SY22 Facilitate zone-wide and internal instructional rounds at each school

√Determine problem of practice

Owner: Sue Holmes

**Checklist (No Weighting) : 0/4**

- Determine problem of practice
- Conduct pre-round training refresher
- Conduct steering committee rounds at all 6 schools
- Conduct internal school rounds within each building

**Plan Details**

Conduct steering committee instructional rounds at each zone school. Also conduct internal instructional rounds within schools for peer observation and learning.

**Project 1.1.2**

Update provided by Sue Holmes on Oct 18, 2021 20:14:28

Aug 02, 2021 - Jun 10, 2022 On Track Progress 35%

It is becoming more of the norm for schools to feature EmpowerFZ successes to their communities.

SY22 Promote and celebrate EmpowerFZ successes featuring students, alumni, staff and community

Owner: Sue Holmes

**Plan Details**

Utilize D49 Communications, school newsletters and website to communicate EmpowerFZ in action--empowering students truly own their learning

**Action Plan 1.2** Progress 25%

Instructional Model

Owner: Sue Holmes

Project: 2



	%	#
● On Track	100.0	2

Update provided by Sue Holmes on Oct 18, 2021 20:31:25

**Project 1.2.1: SY22 Regularly examine our EmpowerFZ instructional model (50% completed)**

As a steering committee we recently updated our instructional identifiers that further illustrate our instructional model. We also reflected on all of the times we have used our model as a guide as well as reflected on our model to determine what changes we might need to make.

**Project 1.2.2: SY22 Learner profile utilization will support student empowerment**

We are on track to launch learner profiles right after fall break. We have developed resources for students, parents and staff regarding our learner profiles as well.

**Project 1.2.1**

Update provided by Sue Holmes on Oct 18, 2021 20:21:09

Sep 01, 2021 - Jun 06, 2022 On Track Progress 50%

SY22 Regularly examine our EmpowerFZ instructional model

Owner: Sue Holmes

**Plan Details**

Continue to examine, monitor and edit our EmpowerFZ instructional model against the needs of society and best practices for learning.

As a steering committee we recently updated our instructional identifiers that further illustrate our instructional model. We also reflected on all of the times we have used our model as a guide as well as reflected on our model to determine what changes we might need to make.

**Project 1.2.2**

Update provided by Sue Holmes on Oct 18, 2021 20:22:10

Ongoing - Ongoing On Track

SY22 Learner profile utilization will support student empowerment

Owner: Sue Holmes

**Plan Details**

90% of teachers will use learner profiles to 1) group students based on learning preferences and/or 2) connect students with experts in professional fields of their interests and/or 3) help students get to know themselves deeply as learners so they are co-designing their learning experiences.

We are on track to launch learner profiles right after fall break. We have developed resources for students, parents and staff regarding our learner profiles as well.

**Action Plan 1.3**

Progress 0%

Modern Curriculum

Owner: Sue Holmes

Project: 1



	%	#
Status Pending	100.0	1

Update provided by Sue Holmes on Oct 18, 2021 20:33:28

Work over the summer identified power standards and supporting standards. During the summer and this fall we have developed proficiency scales for all K-12 standards. We are about to launch a learning plan generator which will load in our proficiency scales.

### Project 1.3.1

Sep 01, 2021 - May 27, 2022

Status Pending

Progress 0%

SY22 Learner profile utilization to support student empowerment

Owner: Sue Holmes

#### Plan Details

90% of teachers will use learner profiles to 1) group students based on learning preferences and/or 2) connect students with experts in professional fields of their interests and/or 3) help students get to know themselves deeply as learners so they are co-designing their learning experiences.

### Action Plan 1.4

Progress 15%

SY22 Digital Ecosystem

Owner: Sue Holmes

Project: 1



	%	#
● On Track	100.0	1

Update provided by Sue Holmes on Oct 18, 2021 20:34:22

Our power/supporting standards and learning plan generator will be accessible to all teachers through our emPower Tools.

### Project 1.4.1

Sep 01, 2021 - Jun 02, 2022

On Track

Progress 15%

Update provided by Sue Holmes on Oct 18, 2021 20:23:42

Our steering committee discussed this project and developed action steps in order to accomplish this goal.

SY22 Create continuous feedback loop

Owner: Sue Holmes

#### Plan Details

Create and implement continuous feedback loop that connects our digital ecosystem with all users.

### Action Plan 1.5



Progress 37%

Professional Learning

Owner: Sue Holmes

Project: 2



	%	#
● On Track	100.0	2

Update provided by Sue Holmes on Oct 18, 2021 20:35:14

More and more of our EmpowerFZ professional development is being led by our own teachers--growing from within!

### Project 1.5.1

Update provided by Sue Holmes on Oct 18, 2021 20:26:03

66% of zone teachers have completed all literacies and fluencies within Goal 3.

Aug 02, 2021 - Oct 08, 2021

On Track

Progress 66%

#### SY22 Goal 3 Completion

Owner: Sue Holmes

#### Plan Details

100% of returning teachers will complete all literacies and fluencies in EmpowerFZ Goal 3

### Project 1.5.2

Update provided by Sue Holmes on Oct 18, 2021 20:27:31

8% of zone teachers have completed Goal 4 Literacies and Fluencies. This is on track as the bulk of this work will be completed during the third and fourth quarters of the school year.

Aug 02, 2021 - Jun 03, 2022

On Track

Progress 8%

#### SY22 Goal 4 completion

Owner: Sue Holmes

#### Plan Details

95% of renewed teachers will complete Goal 4 literacies and fluencies by the end of the school year.

### Action Plan 1.6

Progress 25%

#### Community

Owner: Sue Holmes

Project: 1



	%	#
● On Track	100.0	1

Update provided by Sue Holmes on Oct 18, 2021 20:36:28

Great communication of what EmpowerFZ looks like in classrooms and how it is benefitting students is going out from all of our schools to our community.

### Project 1.6.1

Update provided by Sue Holmes on Oct 18, 2021 20:30:14

Our steering committee reevaluated student networks as a whole recently. We know that once our learner profiles launch, this will begin to be tasks owned by our students.

Sep 01, 2021 - May 16, 2022

On Track

Progress 25%

#### SY22 Student networks are intentionally evaluated and expanded

Owner: Sue Holmes

#### Plan Details

Student networks will be intentionally evaluated and expanded to support student learning and growth.



**Falcon High School**

	%	#
<span style="color: green;">●</span> On Track	80.0	4
<span style="color: blue;">●</span> Completed	20.0	1

*School Overview*

Falcon High School is located 20 miles northeast of Downtown Colorado Spring. The school is part of School District 49. Falcon High School is one of three high schools in the district which consists of three middle schools and eight elementary schools. Falcon High School is located in the Falcon Zone which is the largest of the District 49 Innovation Zones. The Falcon Zone covers 117 sq. miles of District 49's 133 sq. miles. The Zone is made up of one middle school, one high school, and four elementary schools.

Falcon High School currently has approximately 1160 students in grades nine through thirteen. The demographic makeup of the school is sixty-seven percent Caucasian, seventeen percent Hispanic, eight percent Multi-Racial, five percent African American and three percent Asian. The current facility was built in 2007 and contains state-of-the-art facilities for all students. Falcon High School is a comprehensive public institution that is focused on CTE, Concurrent Enrollment and provides a strong AFJROTC Program. Falcon High School has an eight-period alternating eight-period block schedule within a two-semester system. The Falcon High School staff is composed of a Principal, Three Assistant Principals, a Dean, four Counselors, and 66 certified teachers.

Approximately Thirty percent of Falcon High School students will attend a four-year college or university. Twenty percent will attend a two-year institution and 15 percent will enter a Career Technical Education pursuit upon graduation. Of the graduates attending a post-secondary institution eighty-four percent choose to remain in-state and sixteen percent go out of state.

*Assessment Participation* - The most recent and available participation data from the 2019 SPF shows that Falcon High School Met Performance on the States requirements for participation on CMAS Science and PSAT and SAT Assessments. Falcon students had an accountability participation rate of 95% in English Language Arts and Math which met the 95% participation requirement but had an 88.4% accountability participation rating in Science which did not meet the 95% threshold for participation. Overall Falcon High School

*Course Participation* - Of the 185 students enrolled in Advanced Placement Courses at Falcon High School, 67 are a minority, and 127 are Caucasian. Falcon High School has 151 students enrolled in Honors Courses with 35 of those students being a minority and 116 Caucasian. Data indicates that the overall participation in Advanced Placement Courses at Falcon High School has been falling over the last three years. This trend could be attributed to the rise in the number of opportunities that students have to take Concurrent Enrollment Courses through Pikes Peak Community College as well as the opportunity for students to gain college credit in articulated courses through CTE classes offered at Falcon High School.

In the Fall of 2019 Falcon High School had 102 students express interest in taking concurrent enrollment courses. 60 students chose to take English 121, 28 students chose to take English 122 and 15 students chose to take EMS 115. In the Spring of 2020, 23 students elected to take Nursing Assistant 101, 21 students chose to take Philosophy 112, 18 students chose to take History 121, 34 students chose to take NUA 170 and 171, 45 students took EMS 123, 124, 170, and 115 and 14 took English 121.

*Process and Stakeholder Involvement* In addition to the members of the building Administration Team assisting in the development and writing of the School Improvement Plan, the school's Department Chairs are part of the team that supports the plan development by working with their individual content area teams with data analysis, identification of opportunities for improvement based on data analysis and support in writing the improvement plan. Members of both of these groups serve on the School Accountability Committee which is also made up of parents and members of the School Parent Teacher Student Association. The SAC reviews the School Improvement Plan and provides parental and community input into key decisions regarding the use of District Mill Levy Override Funding used in support of school improvement efforts and any major decisions that impact changes to grading or scheduling priorities of the school.





Owner: Darryl Bonds Contributors: Chad Belveal, Jennifer Gregg, and Kava Lientz

Action Plan: 3

Project: 5

Update provided by Darryl Bonds on Oct 12, 2021 17:27:43

Two of the three Action Plans are on track and are progressing. One action plan which is critical to individualized learning has yet to be realized. This is a critical component as students who are struggling to keep up with the pace of teachers providing whole-class instruction and moving the class lockstep are not being given the opportunity to learn at the pace that they need to understand the material. This is critical in a Standards-Based Grading Model where students should be given the opportunity to assess get additional instruction on material that they haven't learned and then reassess to demonstrate mastery.

### Action Plan 2.1



Progress 68%



#### EmpowerFZ Engaging Environments

All Falcon High School Teachers will create classrooms that support engaging learning environments by creating classrooms that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, developing strategies by leveraging technology to achieve them, and reflecting on the learning process to improve learning outcomes.

	%	#
● On Track	100.0	2

Owner: Darryl Bonds

Project: 2

#### Associated Root Cause(s)

Lack of Engaging Learning Environments

#### Local Accountability Indicator Area

Student Learning

Update provided by Darryl Bonds on Oct 12, 2021 17:23:04

We still have work to do on this Action Plan as teachers still have not realized the importance of differentiating for those students who need more time to learn in smaller groups of their peers who need to progress at a similar pace.

### Project 2.1.1

Sep 01, 2021 - May 31, 2023

On Track

Progress 58%

Update provided by Darryl Bonds on Oct 12, 2021 17:37:50

Cohort meetings need to be a focus upon returning from Fall Break to make sure that coaching sessions are established with a focus on observing small group practices in classrooms.

Sy 22 - Sy 23 Monthly Cohort Meetings Focusing on the Learning Environment

Owner: Darryl Bonds

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Falcon High School Coaches will meet monthly with their cohorts and conduct virtual and physical visits to classrooms to ensure that elements of the EmpowerFz learning Environment are in place.

### Project 2.1.2

May 03, 2021 - May 31, 2023

On Track

Progress 77%

Update provided by Darryl Bonds on Oct 12, 2021 17:36:37

Admin Team members continue to review landing pages and teacher playlist to make sure that teachers are keeping material up to date.

Sy 22 - Sy 23 Weekly Landing Page Reviews

Owner: Darryl Bonds

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Members of the Admin Team will spend 10 minutes during weekly Admin Team Meetings Reviewing their Departments Landing Pages and sending comments to teachers both complimentary and recommendations for improvements.

**Action Plan 2.2**



Progress 67%



**EmpowerFZ Enhanced Opportunities -**

Falcon High School will host a community night for CLDE/SPED families (current & incoming) to understand FHS programs, pathways, etc. The goal is to engage them in the school community & meet them where they are at. The Falcon High School ELD Teacher will coordinate the communication plan for CLDE Students and Parents to make sure that they know what is available to them prior to them arriving at Falcon High School. This event will be planned for August and in the Spring of each school year. The Falcon High School Dean & AAL will work with Falcon Middle School Counselors/Admin and Special Education Staff to promote pathways through programs of study examples.

	%	#
● On Track	100.0	1

Owner: Darryl Bonds

Project: 1

**Associated Root Cause(s)**

EL/SPED and Inclusive Environment

**Local Accountability Indicator Area**

School Culture

*Update provided by Darryl Bonds on Oct 12, 2021 17:21:00*

This Action Plan is on schedule to be implemented the week of the 26th of October with the support of the CLDE Office.

## Project 2.2.1

Update provided by Darryl Bonds on Oct 12, 2021 17:33:39

May 03, 2021 - May 31, 2023

On Track

Progress 67%

This Project is ongoing and continues to be supported in SAC and PTSA Meetings. An additional update will be given at the November SAC Meeting.

Sy 22 - Sy 23 Promote EmpowerFz specifically to Falcon High School Community Stakeholders

Owner: Darryl Bonds

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Plan Details

Highlight EmpowerFz Vision Statements from teacher classrooms in monthly newsletters

Highlight EmpowerFz Classroom Codes in monthly newsletters and on Falcon website

Focus on how Landing Pages tie back to EmpowerFz

## Action Plan 2.3

Progress 93%

EmpowerFZ Elevated Instructions

Falcon High School English, Math, Social Studies, and other content teachers will work with middle school and elementary grade level and content area teachers to identify the Power Standards at their grade level in their content that must be taught. Teachers will be able to see vertically what is taught below them in their content area as well as at grade levels above them in their content area. Together they the teachers will narrow the standards to that 1/3 of standards that everyone agrees must be taught and see which standards can be covered but are not a priority to teach.

Owner: Darryl Bonds

Project: 2

### Associated Root Cause(s)

Massive Number of Standards

### Local Accountability Indicator Area

Student Learning



	%	#
● On Track	50.0	1
● Completed	50.0	1

Update provided by Darryl Bonds on Oct 12, 2021 17:19:24

This Action Plan has been completed with the exception of making sure that the teachers who served on the Standards Teams have met with their grade level members and shared the aligned Power Standards with them so that all teachers know which standards must be taught during the school year.

### Project 2.3.1

Aug 26, 2021 - May 31, 2023

On Track

Progress 86%

Sy 22 - Sy 23 Falcon High School Administrators and Standards Alignment Team Members will introduce power standards to content level teachers during PLC meetings during the months of August and September.

Owner: Darryl Bonds

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Every two months, a department will be selected, to conduct Rounds with members of the Falcon High School Administration focusing on elements of the instructional core present along with EmpowerFz Practices being implemented within teacher's classrooms.

Update provided by Darryl Bonds on Oct 12, 2021 17:32:00

This project is on track with the exception of making sure that the teachers who worked on the Standards have updated their team members on the Power Standards and that all teachers are aware of what needs to be taught for the school year.

### Project 2.3.2

Ongoing - May 31, 2023

Completed

Progress 100%

Sy 21 - 22 and 22 - 23 - Falcon Content Area teachers will progress monitor student growth on Power Standards utilizing the STAR Reading and Math Assessment throughout the 22 - 23 School Years.

Owner: Darryl Bonds

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Falcon High School Teachers, Paras, and Administrators will take part in the CLDE WIDA Improvement Project beginning with the CALL Survey to identify areas of strength and areas for improvement to be followed by targeted professional development to improve teaching and learning for ELL at Falcon High School.

Update provided by Darryl Bonds on Jun 09, 2021 13:24:21

This was completed

**Falcon Middle School**



	%	#
● On Track	44.44	8
● Completed	55.56	10

*School Overview* - Falcon Middle School is located in Eastern El Paso County in School District 49. We are a public middle school serving approximately 900 students in grades 6-8. At Falcon Middle, we are all committed to a community built on trust, positive relationships, and high standards to create an environment that ignites academic curiosity and innovation. At FMS, we develop empowered learners who are intrinsically motivated critical thinkers with the perseverance to solve problems. All of our students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students participate in multiple Exploratory classes each year (Ex. Music, Art, PE, Technology, Spanish, etc.). It is our goal for students to experience many different things early in their middle school career that will help them focus in on specific electives later in 7th grade and during all of 8th grade. This helps students focus on specific skill sets related to future college and career work.

Falcon Middle is rated by the Colorado Department of Education as a "Performance" school as we are categorized as "Meet" in both Academic Achievement and in Academic Growth on the School Performance Framework.

*Assessment Participation* - We met the state assessment participation rate as more than 95% of our students participated in taking the 2019 CMAS assessments in ELA, Math, and Science.

*Process and Stakeholder Involvement* - As part of our professional development and professional learning community (PLC) time during the 18-19, 19-20, and 20-21 school years, all FMS staff reviewed the achievement and growth data from CMAS to begin the school improvement planning process. Staff identified positive and negative trends in our data for each grade level, compared our data to other middle schools, and also looked at disaggregated data for our different subgroups. Staff collaborated to identify the priority performance challenges from this data that lead to the development of action steps to improve our student achievement. Our School Accountability Committee also met and reviewed the achievement data and provided input for the necessary improvement strategies.

Falcon Middle School's Administrative team, Leadership team, Faculty, PTSA, and School Accountability Committee were all involved in the review of school achievement data to prioritize our performance challenges. Staff have been analyzing the CMAS achievement data and Quarterly Common Assessment data to determine where our specific achievement gaps are. The summary of their findings will be presented to both the PTSA and School Accountability Committee for review and input. The feedback and ideas from these parent-run committees as well as our Leadership Team and Faculty were all used to formulate the actions steps within this unified improvement plan. The plan was presented for review and approval to the School Accountability Committee in February of 2020.

*Data Review and Identified Opportunities for Improvement* - In the academic achievement area, Falcon Middle School received a rating of Meets the expectation overall according to the 1-year school performance framework. For achievement, our English Learners did not meet in the areas of English/ Language Arts and Math. Our Free/Reduced-Price Lunch Eligible student meet expectation in English/ Language Arts and Science will rating as approaching in Math. Minority Students meet expectation in English/Language Arts and were approaching in the areas of Math and Science. Our Students with Disabilities did not meet expectation in English/Language Arts, Math, and Science.

Falcon Middle School has Met the state performance expectation in academic growth overall according to the 1-year school performance framework. More specifically, our English Learners were approaching in the growth areas of English/Language Arts and Math. Free/Reduced-Price Lunch Eligible Students met the growth expectation in English/Language Arts but were approaching in the area of Math. Minority





Owner: Brian Smith

Action Plan: 3

Project: 18

Update provided by Brian Smith on Oct 12, 2021 14:34:27

Falcon Middle School is making strong progress of our implementation of EmpowerFZ to personalize learning for all students. Over 95% of our staff are proficient in our goal 2 objectives within the Modern Teacher Platform to great an Engaging Environment. We have about 70% of our staff proficient on Goal 3, which is focused on Elevated Instruction. Upon return from Fall Break, we will launch our work into Goal 4, which focuses on Enhanced Opportunities. Overall, our transition to the use of learning plans and measuring student competency of learning is progressing well.

### Action Plan 3.1



Progress 95%



### Engaging Environments

Teachers demonstrate thoughtful design of circumstances, objects, space or conditions by which learners are surrounded that tend to inspire them to take ownership of how, when and where they learn; it's where learners come alive! Engaging Environments incorporate the Big Ideas of Learner Voice, Safe & Caring Environments, and Blended & Flexible Learning Spaces.

During the 2021-2022 and 2022-2023 school years, Falcon Middle School teachers will complete full implementation of the Learner Centered Culture components, Modern Physical Learning Environment components, and Digital Learning Environment components within Modern Teacher to ensure that engaging environments enhance student learning. Administrators and the Instructional Coach will conduct classroom observation and feedback sessions to measure implementation of these components in every classroom.

For Learner Voice, teachers create conditions for learners to have input and provide meaningful feedback on the experiences in their classrooms. For Safe & Caring Environments, teachers ensure that learners feel physically, emotionally and educationally safe. For Blended & Flexible Learning Spaces, teachers create conditions that allow for a variety of environments (settings) and experiences for learners (physical & virtual).

	%	#
● On Track	14.29	1
● Completed	85.71	6

Owner: Brian Smith

Project: 7

Update provided by Brian Smith on Oct 07, 2021 19:50:05

Falcon Middle School Teachers have worked to create new visions and codes within classrooms for the 21-22 school year. They are also setting up standard operating procedures to help students have ownership in what takes place in the classroom. We are continuing with our use of Landing Pages and other class connections through the learning management system. We have approximately 95% of our teachers completed with the tasks as a part of this Goal 2 within the Modern Teacher Platform.

### Project 3.1.1

Update provided by Brian Smith on Jun 06, 2021 21:51:35

All FMS staff completed this during the 20-21 school year.

Jul 29, 2019 - Sep 30, 2020

Completed

Progress 100%

#### SY 21 Classroom Vision and Classroom Code

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

FMS Teachers will develop individual classroom visions and codes with the students to begin the process of creating a learner centered culture in the classroom. Both the vision and code will be posted in the classroom after created collaboratively with students and teachers. The vision and code will come alive in the classroom to focus teaching and learning on student competency. Administrators will conduct classroom observations and use the coaching and observation tool from the Modern Teacher platform to evaluate progress.

### Project 3.1.2

Update provided by Brian Smith on Jun 06, 2021 21:52:02

Needed technology arrived in April 2021

Aug 05, 2019 - May 21, 2021

Completed

Progress 100%

#### SY 21 Technology Acquisition

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

FMS Administration will work to acquire additional technology for use within the building. Community surveys will take place and steps taken to help bring FMS to a 1 to 1 technology environment within the next two years. Collaboration will take place with Falcon High School to work on this proposal for zone implementation.

### Project 3.1.3

Update provided by Brian Smith on Sep 08, 2020 03:20:39

Jul 24, 2020 - Aug 21, 2020

Completed

Progress 100%

All New Staff completed this training and goal setting by July 29, 2020 as measured within the Modern Teacher Platform.

#### SY 21 EmpowerFZ Overview and Training for New Staff

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

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#### Plan Details

All New staff at Falcon Middle School will complete Goal 1 - The Empower FZ Journey inside of the Modern Teacher Platform. They will set a goal for how they will transform teaching and learning within their classrooms over the course of the 20-21 school year.

### Project 3.1.4

Update provided by Brian Smith on Oct 28, 2020 16:08:39

Jul 13, 2020 - Sep 18, 2020

Completed

Progress 100%

Falcon Middle School completed our Return to Learn with full implementation on September 14th.

#### SY 21 FMS Return to Learn

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Falcon Middle School staff will become fluent in our School's Return to Learn Plan. Representatives from each grade level and major area within the school will engage in committee work to formulate this plan and help deliver it to staff. Staff will Learn about the components involved, work to develop strategies and systems focused on enhanced health and safety within the school, and lead efforts to train other staff and assist students with accountability to plan components.

## Project 3.1.5

Update provided by Brian Smith on Oct 07, 2021 19:55:04

Jul 29, 2020 - May 27, 2022

Completed

Progress 100%

√Provide training to staff on building a landing page with links to activities within the Learning Management System within Schoology.

### SY 22 Architecting an Engaging Online Classroom - Landing Pages

Falcon Middle School Staff will continue to develop Landing Pages and Learning Plans that are integrated within so that students engage within a Blended curriculum to further personalize learning.

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Checklist (Equal Weighting) : 0/3

- Create an interface on the FMS Webpage for Students, Parents, and Staff to access daily learning activities, assignments, and announcements for each class.
- Require staff to update landing pages daily for families to interact with content.
- Provide training to staff on building a landing page with links to activities within the Learning Management System within Schoology.

#### Plan Details

Falcon Middle School staff will work through modules and learning plans created to focus learning on developing an engaging online classroom space. Staff will develop a team landing page, a virtual classroom, and begin developing learning plans that facilitate personalized learning. The Landing Pages will be integrated into the [FMS E-Learning Page](#) and be updated each day by 4:00pm for students and families.

### Project 3.1.6

Update provided by Brian Smith on Jun 06, 2021 21:52:38

Aug 05, 2019 - Sep 25, 2020

Completed

Progress 100%

All FMS staff completed this during the 20-21 school year.

#### SY 21 Modern Teacher Goal 2 Literacy and Fluency Completion

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Falcon Middle School staff will demonstrate Literacy and Fluency completion of Goal 2 Modules within the Modern Teacher Platform by the end of 1st quarter in the 2020-2021 school year. This includes Architecting a Learner Centered Culture, Architecting a Modern Physical Learning Environment, and Architecting a Digital Learning Environment.

### Project 3.1.7

Update provided by Brian Smith on Oct 07, 2021 19:56:00

Aug 02, 2021 - May 26, 2023

On Track

Progress 67%

This project is complete for the 21-22 school year. We will begin the 22-23 school year with this process again.

SY 22 & SY 23 - All teachers will develop a learner centered culture within their classrooms that allows for students to master content at different paces and through various paths.

Owner: Brian Smith

**ME 4. Learning and Improvement**

**PE SP 5. Build Firm Foundations**

**PE SP 6. Launch Successful Students**

#### Checklist (Equal Weighting) : 0/9

- Create Classroom Visions 21-22
- Create Classroom Codes 21-22
- Establish process and train staff on developing Advanced Learning Plans
- Incorporate Schoology for Learning Plan tasks to utilize a Blended learning model.
- Incorporate the use of Data Notebooks for students to track competency of standards.
- Provide refresher training on the use of Standard Operating Procedures 21-22
- Create Classroom Visions 22-23
- Create Classroom Codes 22-23
- Provide refresher training on the use of Standard Operating Procedures 22-23

#### Resources

Resources Modern Teacher Online Platform

**Action Plan 3.2**



Progress 44%



**Enhanced Opportunities**

Teachers provide and allow for creative and limitless platforms and vehicles that support and augment learning.

During the 2020-21 SY, FMS staff will receive Professional Learning around the Architect a Lesson Using Effective Pedagogy, Architech a Lesson Block Foundation, Architect Digital and Face-to-Face Learning Experiences. They will demonstrate fluency in these areas through observation and feedback cycles throughout the year.

In this area, there are multiple components that teachers will focus on. Firstly, Learner Choice: Teachers provide a pathway for students to fully and genuinely invest themselves in quality work that matters. Participating in learning design allows students to make meaning of content on their own terms. Second, Authentic & Creative Learning Experiences: Teachers immerse students in a wide variety of educational and instructional opportunities focused on connecting what students are taught in school to real-world issues, problems, and applications. Lastly, Global Collaboration: Teachers provide learning opportunities to broaden student perspectives and enrich student learning by collaborating with others and working effectively in teams locally and globally.

Owner: Brian Smith

Project: 6

*Update provided by Brian Smith on Oct 07, 2021 19:54:03*

Staff will begin their work in Goal 4 of the Modern Teacher platform upon return from Fall Break. This goal focuses on the components of this Action Plan. We have also scheduled some peer observations and Instructional Rounds to help staff learn and refine new practices focused on personalized learning.

	%	#
● On Track	66.67	4
● Completed	33.33	2

## Project 3.2.1

Sep 10, 2019 - Sep 30, 2019

Completed

Progress 100%

SY 21 Provide blended professional learning on the use of Standard Operating Procedures within the classroom to guide student behavior in learning tasks.

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Plan Details

Two FMS Teachers who utilized the Modern Teacher professional learning will lead staff through the process of establishing Standard Operating Procedures within their classrooms to guide student ownership in various tasks. This professional learning will take place on September 10, 2019 in 4 different sessions throughout the day. Mr. Smith will follow up on the following admin PLC on September 24th with discussion with teams on their use of Standard Operating Procedures



## Project 3.2.2

Aug 03, 2020 - May 26, 2023

On Track

Progress 66%

SY 21 EmpowerFZ Promotion and Engagement with Community

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Checklist (Equal Weighting) : 0/3

- Send Weekly Newsletters to Firebird Nation Community Members with updates on EmpowerFZ Implementation
- Update SAC Committee and PTSA Quarterly on implementation of EmpowerFZ
- Create a FMS Facebook and Instagram with updates on EmpowerFZ Implementation within classrooms

### Plan Details

Falcon Middle School will inform parents and community through weekly newsletters of the implementation of our EmpowerFZ personalized learning process. We will also work with our Broadcasting program and D49 Communications to put together video messaging to show parents what we are doing as well.

Update provided by Brian Smith on Oct 07, 2021 19:56:27

√Send Weekly Newsletters to Firebird Nation Community Members with updates on EmpowerFZ Implementation

√Update SAC Committee and PTSA Quarterly on implementation of EmpowerFZ

### Project 3.2.3

Update provided by Brian Smith on Jun 06, 2021 21:53:58

All FMS staff completed this during the 20-21 school year.

Aug 10, 2020 - May 28, 2021

Completed

Progress 100%

#### SY 21 Defined Learning

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Falcon Middle School Staff will utilize the Defined Learning system to create student projects focused on mastering specific standards. A project within the system will be implemented once in the first semester. Staff will then implement another in 3rd quarter and an additional project in 4th quarter at a minimum.

### Project 3.2.4

Update provided by Brian Smith on Oct 07, 2021 19:56:51

This will take place during the 4th quarter of the 21-22 school year.

Oct 01, 2021 - May 26, 2023

On Track

Progress 0%

SY 22 - All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect a Lesson using Effective Pedagogy.

Owner: Brian Smith

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Checklist (Equal Weighting) : 0/2

- Pedagogy Literacy Tile Completion
- Pedagogy Fluency Tile Completion

#### Resources

Modern Teacher Professional Learning Platform

### Project 3.2.5

Update provided by Brian Smith on Oct 07, 2021 19:57:10

This will take place during the 2nd quarter of 21-22 school year.

Oct 01, 2021 - May 26, 2023

On Track

Progress 0%

SY 22 - All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect a Lesson Block Foundation.

Owner: Brian Smith

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/2

- Lesson Block Literacy Tile Completion
- Lesson Block Fluency Tile Completion

#### Resources

Modern Teacher Professional Learning Platform

### Project 3.2.6

Update provided by Brian Smith on Oct 07, 2021 19:57:29

This will take place during the 3rd quarter of the 21-22 school year.

Oct 01, 2021 - May 26, 2023

On Track

Progress 0%

SY 22 - All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect Digital and Face-to-Face Learning Experiences.

Owner: Brian Smith

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/2

- Digital and Face to Face Literacy Tile Completion
- Digital and Face to Face Fluency Tile Completion

#### Resources

Modern Teacher Professional Learning Platform

**Action Plan 3.3**



Progress 77%



**Elevated Instruction**

Teachers plan, implement, and assess learning experiences driven by the needs, capacities, and interests of the learner. Teachers act as facilitators to empower students to take ownership of their learning.

By May 2023, Falcon Middle School students will engage in personalized learning using aligned learning plans with appropriate levels of rigor. The desired outcome is for every student to demonstrate personal growth that leads toward mastery of standards in all content areas and to see continuous growth in all content areas from students across all subgroups (SPED, GT, CLDE, Minority, F&R) through the implementation of personalized learning opportunities as indicated on local and state assessments (CMAS, STAR 360, AIMSweb, WIDA, etc.).

Teachers will design learning experiences that are customized to meet the individual preferences and needs of each learner based on levels of understanding and comprehension and provide differentiated support and purposeful, authentic assessments so that learners become proficient and beyond by advancing on demonstrated mastery of content and skills.

Owner: Brian Smith

Project: 5

*Update provided by Brian Smith on Oct 07, 2021 19:52:52*

All Falcon Middle School Instructional Staff completed their first observations and feedback cycles related to their Architecting a Rigorous Learning Experience module work. Instructional tasks are aligned to the rigor level of the standard. Teachers are utilizing Learning Plans with sections aligned to tasks where students can learn about a standard, practice it, and then demonstrate their evidence of learning. Currently, about 70% of our staff has completed Goal 3 within the Modern Teacher Platform that aligns to this work. Star 360 was also administered to all students for initial benchmark progress.

### Project 3.3.1

Update provided by Brian Smith on Jun 06, 2021 21:54:26

All FMS staff completed this during the 20-21 school year.

Jul 31, 2020 - May 28, 2021

Completed

Progress 100%

#### SY 21 Learning Plans and Playlists

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Falcon Middle School Staff will create regular Learning Plans to create personalized learning opportunities for students. Staff will create Learning Road Maps to help guide students through the content and allow them to map mastery. Staff will unpack standards with students to determine the proficiency scales that evaluate their mastery of the standard. Staff will create a learning plan with activities focused on "Learning about topic", "Practicing the topic". and "Assessing their understanding". Initial focus will be on creating intermediate learning plans with a goal to be at the advanced learning plan level by December 2020. Full implementation can be reviewed and evaluated by May 2021.

### Project 3.3.2

Update provided by Brian Smith on Jun 06, 2021 21:54:37

All FMS staff completed this during the 20-21 school year.

Oct 27, 2020 - Dec 18, 2020

Completed

Progress 100%

#### SY 21 Architect a Modern Curriculum Literacy & Fluency

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Falcon Middle School staff will complete Literacy and Fluency components of the Architecting a Modern Curriculum module. Staff will review learning progressions and the continuum of learning that the Zone Leadership team has created. They will then use these tools to begin creating a Modern Curriculum interface within Schoology to further create personalized learning for students.

### Project 3.3.3

Jan 06, 2021 - Sep 30, 2022

On Track

Progress 75%

SY 22 Architecting a Rigorous Learning Experience - Staff will complete all literacy and fluency tiles in the Rigor Module. This will be accomplished through observation and feedback cycles with administration and the instructional coach.

Owner: Brian Smith

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Checklist (Equal Weighting) : 0/4

- Returning Staff will complete Rigor Fluency tiles by 9/30/21
- Refresh staff on the determination of the levels of Rigor for Instructional Tasks that students complete 21-22
- Staff will design pre-assessments at the appropriate level of rigor of the standard as starting points within a learning progression for classroom work.
- New Staff will complete Rigor Literacy and Fluency work by May of 2022

#### Plan Details

Falcon Middle School staff will complete the Literacy and Fluency components of the Architecting a Rigorous Learning Experience module within the Modern Teacher professional learning platform. Staff will learn how to use the rigor framework (Cognitive Growth Targets) in their learning plan development to ensure student tasks and activities are focused at the appropriate level of rigor for students. Staff will evaluate learning plans and ensure the appropriate levels of rigor have been used and that plans can be revised to enhance the overall level of rigor.

Update provided by Brian Smith on Oct 07, 2021 19:57:45

√Returning Staff will complete Rigor Fluency tiles by 9/30/21

√Refresh staff on the determination of the levels of Rigor for Instructional Tasks that students complete 21-22

√Staff will design pre-assessments at the appropriate level of rigor of the standard as starting points within a learning progression for classroom work.

### Project 3.3.4

Aug 02, 2021 - May 26, 2023

On Track

Progress 75%

Update provided by Brian Smith on Oct 07, 2021 19:58:46

All staff received training on the use of learning plans at the beginning of the 21-22 school year. Each instructional staff member had a classroom observation prior to September 30, 2021 including a coaching and feedback session related to their implementation of Learning Plans overall.

SY 22 & SY 23 Students will engage in personalized learning opportunities utilizing learning plans linked to their abilities, needs, and interests, including all content areas and explore classes. Power Standards will be utilized to develop and create these essential learning plans.

Owner: Brian Smith

ME 4. Learning and Improvement

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/4

- Provide staff training on the use of the Learning Plan generator 21-22
- Refresh staff on the work with Power Standards vs. Supplemental Standards 21-22
- Provide professional development on the use of Advanced Learning Plans 21-22
- Conduct classroom observation and feedback cycles around the use of learning plans (ongoing)

#### Resources

PLC Time and Instructional Coach Feedback

### Project 3.3.5

Aug 01, 2021 - May 26, 2023

On Track

Progress 33%

Update provided by Brian Smith on Oct 07, 2021 20:00:10

Staff received the initial training in August of 2021. Staff will return from Fall Break to continue to look at data and then prepare for the next administration of the test to see what progress students show as they approach mid year. We will also look to onboard an interventionist to help in looking at this data further and providing intervention to help close gaps for students.

SY 22 & SY 23 All teachers will receive ongoing training in Star 360 Reading and Math assessments to better analyze student measurement data and align instruction according to student levels of performance and achievement. Utilizing all assessment program reports to their full capacity will support gaining a better understanding of what is being measured, what students know, and what students need to know. This will help determine benchmark levels for students at FMS to further determine where they are at on the EmpowerFZ Continuum of Learning.

Owner: Brian Smith

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (No Weighting) : 0/3

- Provide staff training on the use of Star 360 - August 2021
- Refresh Star 360 training and look at data interpretation supports on how to best utilize the data to drive instruction. - December 2021
- Analyze all 3 benchmark assessment data points to plan for instructional focus into the 22-23 school year.

#### Resources

Star 360 and Training Resources, FMS Assessment Administrators



**Bennett Ranch Elementary School**

	%	#
● On Track	88.89	8
● Completed	11.11	1

*School Overview* - Bennett Ranch Elementary School is located in Eastern El Paso County in School District 49. We are a public elementary school serving approximately 325 students in grades PreK-5. At Bennett Ranch Elementary School, students are inspired to collaborate, learn, and grow through personalized learning opportunities that allow students to achieve mastery at individual paces, paths, and places. All students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students participate in Art, Music, and PE.

Bennett Ranch Elementary School is rated by the Colorado Department of Education as a "Performance" school as we are categorized as "meet" in the area of Academic Achievement and 'Approaching' in Academic Growth as rated on the School Performance Framework.

*Assessment Participation* - We met the state assessment participation rate as more than 95% (99.4%) of our students participated in taking the 2019 CMAS assessments in ELA, Math, and Science.

*Process and Stakeholder Involvement* - The Bennett Ranch Elementary School leadership team reviewed current and trend data to determine major improvement targets. As a team, we met to analyze data, identify needs and challenges, and isolate root causes. During Professional Learning Community (PLC) meetings each team shared information with their grade level teammates and communicate questions or concerns back to the building leadership. Our data is presented in multiple ways to identify curriculum and instructional needs, subgroup needs, trends, and possible root causes. Furthermore, BRES administration met with the SAC. Administration plans to meet quarterly with the SAC to review our Improvement Plan, to analyze progress monitoring data, and to make adjustments to our action steps if necessary.

*Data Review and Identified Opportunities for Improvement* - In ELA, Bennett Ranch Elementary School demonstrated little growth and achievement on the CMAS test for the last three years this assessment was given. We have 'met' for all subgroups for achievement, but not in the area of Academic Growth. The exception was our students with disabilities did not meet in achievement but were approaching in Academic Growth. In Math, Bennett Ranch met in the area of Achievement on the 2019 CMAS assessment for All Students.

Our 2020-2021 local assessment data for ELA indicates similar progress and achievement. For STAR 360, our median student growth percentile in STAR 360 was 41.80%. Additionally for ELA, our Acadience Reading scores indicated high percentages of students at benchmark or higher across all grade levels, including make above average progress in Kindergarten and 1st grades, and well above average progress in 2nd and 3rd grades. Our 2020-2021 local assessment data for math indicates less attainment in progress and achievement. STAR 360 data indicated a median student growth percentile of 42.80%. Additionally, our percent of daily student attendance was 94.39% during the 2019-2020 school year.

Based on our comprehensive needs assessment and data review, we have identified the following opportunities for improvement - students with disabilities need to demonstrate increased rates of growth, all students need to continue to demonstrate high levels of proficiency/achievement utilizing personalized learning opportunities, to have all students need to feel reconnected and safe at school (socially, emotionally, and physically) as we return following the pandemic as well as invest in a systematic, research-based approved literacy resource.

BRES BOY for SY2021/22 has showed some significant needs. We observed a great need in 1st grade DIBELS - PA and LNF. We also observed a great need in 3rd grade Fluency.

*Root Cause Identification and Verification* - After careful analysis of a variety of data sources - SPF, CMAS, and local data sources (Acadience Reading, STAR 360 Reading and Math, culture and climate surveys, etc.) - we identified and verified the following root causes:

1. Professional Learning/Building Capacity - All staff members need to continue to develop the capacity to build relationships with students and create learner-centered cultures within all classrooms to support connectedness and social-emotional intelligence and health as we return following the pandemic. If we build positive relationships through safe and caring learning environments then student learning, achievement, and resilience will increase. By providing teachers/staff with the necessary tools to meet the needs of the students they serve, benefits all! We also have the need of a Personalized, Instructional Coach. By hiring our instructional coach, we will continue to empower our teachers to take risks and ultimately meet the various needs of our students.

2. Instructional Focus - Increased focus on instructional practices and enhanced opportunities for rigorous, relevant, and relational learning is critical. If we create individualized, innovative pathways within flexible learning environments, then students will take ownership of and demonstrate their learning in a variety of ways. Within Enhanced Opportunities - Increased focus on instructional practices and enhanced opportunities for rigorous, relevant, and relational learning is critical.

3. Resources - Teachers and paraprofessionals continue to need training, curricular resources, and assessment program analysis to effectively personalize learning for students and provide intervention to target learning loss and support student achievement. If we provide focused, systemic and ongoing professional learning to empower and grow staff members, then we will become facilitators of blended learning opportunities resulting in increased student competency. By Elevating Instruction and providing teachers and paraprofessionals with the tools needed, we will empower and grow not only our staff members, but the students we serve. We also see a need to revamp our master teaching schedule with common plan times and include a dedicated 'Ranch Roundup'/Intervention time.

These root causes were examined and verified by assessment data and perception data, with input from the building leadership team, and reviewed by the School Accountability Committee (SAC).

Owner: *Martina Meadows*

Action Plan: 3

Project: 9

*Update provided by Martina Meadows on Sep 09, 2020 16:25:07*

As a the new Principal to BRES, I am continuing to learn the needs of the building. The projects/action steps noted here may change as the admin. team continues to learn.

**Action Plan 4.1**



Progress 15%



**Engaging Environments**

Teachers demonstrate thoughtful design of circumstances, objects, space or conditions by which learners are surrounded that tend to inspire them to take ownership of how, when and where they learn; it's where learners come alive! Engaging Environments incorporate the Big Ideas of Learner Voice, Safe & Caring Environments, and Blended & Flexible Learning Spaces.

During the 2021-2022 and 2022-2023 school years, Bennett Ranch teachers will complete full implementation of the Learner Centered Culture components, Modern Physical Learning Environment components, and Digital Learning Environment components within Modern Teacher to ensure that engaging environments enhance student learning. Administrators and the Instructional Coach will conduct classroom observation and feedback sessions to measure implementation of these components in every classroom.

For Learner Voice, teachers create conditions for learners to have input and provide meaningful feedback on the experiences in their classrooms. For Safe & Caring Environments, teachers ensure that learners feel physically, emotionally and educationally safe. For Blended & Flexible Learning Spaces, teachers create conditions that allow for a variety of environments (settings) and experiences for learners (physical & virtual).

	%	#
● On Track	100.0	1

Owner: Martina Meadows

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

Project: 1

Update provided by Martina Meadows on Sep 09, 2020 16:32:45

My understanding is GOAL 2 was a requirement for the 19/20 SY. As of 9/7, we have only 1 teacher (other than our new BRES staff) that need to complete.

### Project 4.1.1

Update provided by Martina Meadows on Oct 12, 2021 15:39:59

BRES returning teachers are 'on track' in developing a Learner-Centered Culture. Many of our newer staff are as well.

Aug 02, 2021 - Jun 01, 2023

On Track

Progress 15%

SY 21/22 & SY 22/23, All BRES teachers will develop a learner centered culture within their classrooms/settings that allows for students to master content at different paces and through various paths.

Owner: Martina Meadows

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (No Weighting) : 0/3

- Classroom Vision created and posted in the classroom
- Classroom Code posted in the classroom
- Evidence of Voice and Choice given to students

### Action Plan 4.2

Progress 5%

#### Enhanced Opportunities

Teachers provide and allow for creative and limitless platforms and vehicles that support and augment learning. Teachers provide a pathway for students to fully and genuinely invest themselves in quality work that matters. Teachers provide learning opportunities to broaden student perspectives and enrich student learning by collaborating with others and working effectively in teams locally and globally. Teachers immerse students in a wide variety of educational and instructional opportunities focused on connecting what students are taught in school to real-world issues, problems, and applications.

Participating in learning design allows students to make meaning of content on their own terms - Learner Choice, Authentic & Creative Learning and Global Collaboration.

During the 2020-21 and the 2021-22 SY, BRES staff will receive Professional Learning around the Architect a Lesson Using Effective Pedagogy, Architech a Lesson Block Foundation, Architect Digital and Face-to-Face Learning Experiences.

Owner: Martina Meadows

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

Project: 3



	%	#
● On Track	100.0	3

### Project 4.2.1

Aug 02, 2021 - May 26, 2023

On Track

Progress 0%

Update provided by Martina Meadows on Oct 12, 2021 15:40:36

During PLCs, we will embed GOAL 4 into our learnings/expectations. ON TRACK.

SY 21/22 & SY 22/23, All BRES teachers will complete the Modern Teacher module - Architect a Lesson Block Foundation.

Owner: Martina Meadows

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Plan Details

Teachers will work to make clear the learning expectations, learning paths, and choices to students in order to engage them in their learning in an authentic way.

GOAL 4

### Project 4.2.2

Aug 02, 2021 - Jun 01, 2023

On Track

Progress 15%

Update provided by Martina Meadows on Oct 12, 2021 15:41:24

BRES has begun to use the Empower FZ language in parents/students and for sure in our daily movements. ON TRACK.

SY 21/22 & SY 22/23, BRES Teacher/staff will engage the community with EmpowerFZ and its benefits to BRES.

Owner: Martina Meadows

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (No Weighting) : 0/4

- Evidence of similar language spoken - PLCs, halls, with parents, etc.
- Observation of a learner-centered culture in classrooms
- Usage of flexible seating that allow flow
- Teachers/Staff will complete all required modules in the Modern Teacher platform

### Project 4.2.3

Update provided by Martina Meadows on Oct 12, 2021 15:41:59

Aug 02, 2021 - Jun 01, 2023

On Track

Progress 0%

Most have begun this module....we are working on going deeper, not wide.  
ON TRACK.

SY 21/22 & SY 22/23. ALL BRES teachers will complete Modern Teacher module - Architect Digital and Face-to-Face Experiences.

Owner: Martina Meadows

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Action Plan 4.3

Progress 29%

#### Elevated Instruction

Teachers plan, implement, and assess learning experiences driven by the needs, capacities, and interests of the learner. Teachers act as facilitators to empower students to take ownership of their learning.

By May 2023, Bennett Ranch Elementary School students will engage in personalized learning using aligned learning plans with appropriate levels of rigor. The desired outcome is for every student to demonstrate personal growth that leads toward mastery of standards in all content areas and to see continuous growth in all content areas from students across all subgroups (SPED, GT, CLDE, Minority, F&R) through the implementation of personalized learning opportunities as indicated on local and state assessments (CMAS, STAR 360, Acadience Reading and Math, AIMSweb, WIDA, etc.).

Teachers will design learning experiences that are customized to meet the individual preferences and needs of each learner based on levels of understanding and comprehension and provide differentiated support and purposeful, authentic assessments so that learners become proficient and beyond by advancing on demonstrated mastery of content and skills.

Owner: Martina Meadows

ME 4. Learning and Improvement

Project: 5



	%	#
● On Track	80.0	4
● Completed	20.0	1

### Project 4.3.1

Update provided by Martina Meadows on Oct 12, 2021 15:42:39

√Evidence - Observation/walkthroughs

√Evidence - lesson plans

We need to 'coach/observe' one teacher as of today - 10/12/21

Jan 04, 2021 - Oct 29, 2021

On Track

Progress 15%

SY 21/22 & SY 22/23, All BRES Teachers will complete the Modern Teacher module - Architect a Modern Curriculum/ Rigorous Learning Experience (Goal 3) to support learning plan development with appropriate rigor.

Owner: Martina Meadows

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (No Weighting) : 0/2

- Evidence - lesson plans
- Evidence - Observation/walkthroughs

#### Plan Details

Teachers will work to prioritize standards into the priority standards and supporting standards within their grade level.

### Project 4.3.2

Update provided by Martina Meadows on Oct 12, 2021 15:42:57

Moving and shaking in this area!!

Aug 02, 2021 - Jun 01, 2023

On Track

Progress 30%

SY 21/22, BRES will implement a Building Leadership/CARE Team and will continue to perfect our Professional Learning Communities into the BRES culture.

Owner: Martina Meadows

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Plan Details

BRES Staff will answer the guiding questions during each data/ PLC meeting to ensure we are meeting the needs of EVERY student.

### Project 4.3.3

Update provided by Martina Meadows on Oct 12, 2021 15:43:20

√Revised master schedule

√Evidence - Observation - Ranch Roundup, etc.

IN PROGRESS/ON TRACK!

Aug 02, 2021 - May 26, 2023

On Track

Progress 0%

SY 21/22 & 22/23, Students will engage in personalized learning opportunities (provided by the teacher/staff) utilizing learning plans linked to their abilities, needs and interests, including all content areas and WIN/Ranch Roundup. (New master schedule/intervention time).

Owner: Martina Meadows

ME 4. Learning and Improvement

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (No Weighting) : 0/3

- Revised master schedule
- Evidence - Lesson Plans/Learning Plans (Advanced Preferably)
- Evidence - Observation - Ranch Roundup, etc.

### Project 4.3.4

Update provided by Martina Meadows on Oct 12, 2021 15:43:33

ON TRACK

Jul 28, 2021 - May 26, 2023

On Track

Progress 0%

SY 21/22, All BRES teachers will receive further and ongoing training in STAR 360 Reading and Math assessments to better analyze student measurement data and align personalized instruction. Utilizing all assessment program reports to their full capacity will support gaining a better understanding of what is being measured, what students know and what students need to know. Collaborative work during PLCs focused on data will support alignment of instruction as well.

Owner: Martina Meadows

ME 4. Learning and Improvement

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (No Weighting) : 0/2

- Evidence - PLC agendas
- Evidence - PD agendas - PD provided around data digs, etc.



### Project 4.3.5

Jul 28, 2021 - Jul 29, 2022

Completed

Progress 100%

*Update provided by Martina Meadows on Oct 12, 2021 15:44:21*

Our IC has supported with all aspects of Continuous Growth, Empower FZ and Overall Teacher growth....couldn't do it without her!

BRES will hire a new Personalized Instructional Coach using ESSER II funds. This person will support administration with the academic/professional learning needs of Bennett Ranch.

*Owner: Martina Meadows*

**ME 4. Learning and Improvement**

**PE SP 5. Build Firm Foundations**

**PE SP 6. Launch Successful Students**



	%	#
● On Track	46.88	15
● Upcoming	6.25	2
● Completed	46.88	15

**Falcon Elementary School of Technology**

*School Overview* Falcon Elementary School of Technology is located in Eastern El Paso County in School District 49. We are a Title One public elementary school serving approximately 250 students in grades K-5. Falcon Elementary School of Technology is an innovative center of learning with a mission to prepare all students to be productive citizens and independent, lifelong learners. We have a committed school community that fosters the successful academic adventure of each and every student in a safe and nurturing environment using a personalized approach to learning. This allows students to perform and grow using individual paces, paths, and places. All students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students participate in Art, Music, and PE classes.

Falcon Elementary School of Technology is rated by the Colorado Department of Education as a "Performance" school as we are categorized as "meet" in both Academic Achievement and in Academic Growth on the School Performance Framework. We are also a school-wide Title I school with approximately 40% of students qualifying for free or reduced lunch.

*Assessment Participation* - Falcon Elementary School of Technology met the 95% participation rate for the 2019 CMAS assessments in ELA, Math, and Science.

*Process and Stakeholder Involvement* - Falcon Elementary School of Technology has a Building Leadership Team (BLT) that consists of the Principal, the Dean of Students and the Instructional Coach. This team reviews current and trend data to determine major improvement targets. As a team, we meet to analyze data, identify needs and challenges, and isolate root causes. The case managers of Special Education, Culturally Linguistic Diverse Education and Gifted education analyze data and trends and identify areas of improvement within their own programs and report findings to the BLT. General Education staff meet with their grade level teammates during Professional Learning Community (PLC) meetings and communicate questions or concerns back to the BLT once data is evaluated and improvement areas identified. From there, data and feedback are presented and shared with the school community through a newsletter and in a formal setting during PTO and a School Advisory Committee (SAC) meeting. Our data is presented in multiple ways to identify curriculum and instructional needs, subgroup needs, trends, and possible root causes. share results and collect specific input and provide feedback. The BLT meets quarterly with the SAC to review our Improvement Plan, to analyze progress monitoring data, and to make adjustments to our action steps if necessary. The SAC reviewed the final improvement plan for the 2020-2021 on October 8, 2020 and will review the improvement plan for the 2021-2022 school year on August 11, 2021.

*Data Review and Identified Opportunities for Improvement* - Falcon Elementary School of Technology has demonstrated consistent growth and achievement in English Language Arts on the CMAS test for the last three years this assessment was given. We are 'approaching' for all subgroups in achievement, with the exception of our students with disabilities. We are meeting in academic growth, with the exception of our students eligible for free/reduced lunches where we are 'approaching.' Our Acadience Reading data indicated that 50% of our K-5 students are at or above benchmark at the 2021-2022 beginning of the year testing.

Falcon Elementary School of Technology has demonstrated consistent growth and achievement on the CMAS math test for the last three years this assessment was given. We are 'meeting' for all subgroups in achievement, with the exception of our students with disabilities. We are 'exceeding' in academic growth for all subgroups tested. STAR 360 math data indicates that fifty four percent of students in 1st-5th grade are at grade level benchmark or higher and sixty seven percent of these students demonstrated growth of a year or more in STAR 360 math.

On our annual culture and climate survey, eighty nine percent of students indicated they feel safe at school and ninety four percent of students indicated they have an adult at school that cares about them. Eighty five percent of parents prefer to receive communication through e-mail, while sixty five percent of parents prefer a text message.



7) **Parent Engagement**- There needs to be opportunities for parents to engage with student learning through school sponsored activities including after school clubs and activities.

8) **Technology**- The name of our school needs to be re-branded to define "of technology."

These root causes were examined and verified by assessment data and perception data, with input from the building leadership team, and reviewed by the School Accountability Committee (SAC).

Owner: Paula Kavalec Contributor: Cari Brewer

Action Plan: 11

Project: 32

Update provided by Paula Kavalec on Oct 13, 2021 01:54:50

At Falcon Elementary School of Technology, we are focusing on elevated instruction and offering engaging environments for all students. We are incorporating Collaborative Classroom structures and strengthening our literacy instruction using Being a Reader, Making Meaning and Being a Writer in K-2. We have adopted and are incorporating Making Meaning into 3-5th grade ELA blocks alongside Benchmark Education which is our core curriculum. We have created and are using learning plans and learning roadmaps that teachers have developed using their grade level standards in reading, writing, and math. Our students are using data notebooks and there are opportunities presented for goal setting and data feedback. We have created weekly structured PLC's that are data driven and that are helping us craft and design our intervention and MTSS structures so that all students needs and deficits are catered for.

### Action Plan 5.1



Progress 22%



During the 2022-23 school year, teachers will engage and plan Collaborative Literacy instructional delivery in Being a Reader, Being a Writer and Making Meaning in all K-5 classes.

	%	#
● On Track	100.0	3

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

ME 5. Workforce

PE CP 2 How We Treat Our Work

PE SP 6. Launch Successful Students

Project: 3

### Associated Root Cause(s)

Literacy Instruction- There is a need for fidelity, coaching, professional development and additional resources to address fluency, comprehension, vocabulary instruction and the components of writing such as spelling, grammar and conventions.

### Local Accountability Indicator Area

Student Learning

Update provided by Paula Kavalec on Oct 13, 2021 01:58:31

Staff are engaging in Collaborative Literacy in all classrooms from K-5th grade. We have onboarded Making Meaning in 3-5 and Caring School Communities (a social emotional program) in all K-5 classrooms. Our school counselor is also providing guidance lessons utilizing the structures of Caring School Communities as well.

## Project 5.1.1

Update provided by Paula Kavalec on Oct 13, 2021 03:16:07

We will schedule PD as we identify areas for improvement throughout the year.

Aug 02, 2021 - May 31, 2023

On Track

Progress 0%

SY 22/23- Provide ongoing professional development and support through Collaborative Classroom in Being a Reader (K-2), Making Meaning (K-5), Being a Writer (K-5) and Book Clubs (3-5).

- 
- 

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/4

- Schedule professional development with Collaborative Classroom in the 2022 school year.
- K-5 teachers engage in professional development in reading and writing in the 2022 school year.
- Schedule professional development with Collaborative Classroom in the 2023 school year.
- K-5 teachers engage in professional development in reading and writing in the 2023 school year.

### Plan Details

Survey teachers for professional development needs to strengthen literacy instruction. Engage with Collaborative Classroom consultant on ways to meet needs. Schedule training days and opportunities for all K-5 staff and include interventionists and special education and CLD teacher.

### Resources

Title 1- \$5,000 for professional development.

## Project 5.1.2

Update provided by Paula Kavalec on Oct 13, 2021 03:06:05

Sep 01, 2021 - May 31, 2023

On Track

Progress 50%

√Conduct a day of coaching and modeling with the Collaborative Classroom Coach K-2 in the 2022 school year.

SY 22/23- Provide opportunities for lesson studies in reading and writing in K-5 classrooms. Utilize the Collaborative Classroom consultant for guidance and modeling.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/4

- Schedule lesson studies with Collaborative Classroom for K-2 in the 2022 school year.
- Conduct a day of coaching and modeling with the Collaborative Classroom Coach K-2 in the 2022 school year.
- Schedule lesson studies with Collaborative Classroom for K-2 in the 2023 school year.
- Conduct a day of coaching and modeling with the Collaborative Classroom Coach K-2 in the 2023 school year.

### Plan Details

Engage with Collaborative Consultant to model specific lessons and engage in coaching and feedback with teams to see time efficient and effective literacy lessons.

### Project 5.1.3

Update provided by Paula Kavalec on Oct 13, 2021 03:06:32

Aug 02, 2021 - May 31, 2023

On Track

Progress 16%

√Schedule Coaching days on calendar for fall and spring in 2022 school year.

SY 22/23- Provide 2 coaching days (1 each semester) with grade level teams to, but not limited to, learning walks, peer observations, and model classroom visits so that components of literacy instruction are observed and teacher learning is improved.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/6

- Schedule Coaching days on calendar for fall and spring in 2022 school year.
- Conduct Peer observations and learning walks during fall & spring 2022.
- Send out staff feedback form for effectiveness of learning for fall & spring 2022.
- Schedule Coaching days on calendar for fall and spring in 2023 school year.
- Conduct Peer observations and learning walks during fall & spring 2023.
- Send out staff feedback form for effectiveness of learning for fall & spring 2023.

#### Plan Details

Provide time for teachers and teams to do peer observations and spend time with instructional coach analyzing literacy components in place to enhance instruction in every classroom.

#### Resources

Title 1-\$4,392 for salary & benefits.

### Action Plan 5.2

Progress 100%

During the 2022 & the 2023 school year, all K-5 students will be provided with resources and opportunities for developing skills in fluency, comprehension, vocabulary instruction and the components of writing such as spelling, grammar and conventions.



	%	#
Completed	100.0	3

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

Project: 3

#### Associated Root Cause(s)

Literacy Instruction- There is a need for fidelity, coaching, professional development and additional resources to address fluency, comprehension, vocabulary instruction and the components of writing such as spelling, grammar and conventions.

Update provided by Paula Kavalec on Oct 13, 2021 02:00:32

We have provided resources to teachers and interventionists that can be used for improving fluency- we have purchased SIPPS fluency libraries and all students are utilizing Lexia Core 5 as a supplemental resource.

### Project 5.2.1

Aug 02, 2021 - May 31, 2022

Completed

Progress 100%

*Update provided by Paula Kavalec on Oct 13, 2021 03:06:42*

√Ensure that teachers receive the fluency libraries for reading support in the classroom.

SY 22- Provide access to materials such as SIPPS and fluency practice library resources.

*Owner: Paula Kavalec*

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/2

- Order SIPPS Fluency Libraries
- Ensure that teachers receive the fluency libraries for reading support in the classroom.

#### Plan Details

Ensure that classrooms and interventionists have SIPPS and fluency libraries so that students can engage in fluency practice with the appropriate level of materials needed.

#### Resources

Title 1- \$2,500 for fluency practice library resources.



## Project 5.2.2

Aug 02, 2021 - May 31, 2023

Completed

Progress 100%

Update provided by Paula Kavalec on Sep 07, 2021 03:54:20

Changes in checklist result in an update in status and/or progress

SY 22/23- Ensure that students receive consumable resources for Being a Reader, Making Meaning and Being a Writer.

Owner: Paula Kavalec

### Checklist (Equal Weighting) : 2/4

- ~~Order consumable resources for K-5 classes in 2022~~
- ~~Distribute resources to all K-5 classes in 2022~~
- Order consumable resources for K-5 classes in 2023
- Distribute resources to all K-5 classes in 2023

### Previous

- Order consumable resources for K-5 classes
- Distribute resources to all K-5 classes

### Updated

- Order consumable resources for K-5 classes in 2022
- Distribute resources to all K-5 classes in 2022
- Order consumable resources for K-5 classes in 2023
- Distribute resources to all K-5 classes in 2023

### Plan Details

Resources may include: Being a Reader student materials, sorts, and assessments; Being a Reader handwriting notebooks; Being a Reader Word Study Notebooks; Making Meaning student materials. Making Meaning Student Response Books; Being a Writer student materials. Being a Writer Student Skills practice Books; Being a Writer Student Handwriting Notebooks; white boards and markers.

### Resources

Title 1- \$3,500 for literacy consumables.

## Project 5.2.3

Aug 02, 2021 - May 31, 2023

Completed

Progress 100%

Update provided by Paula Kavalec on Oct 13, 2021 01:58:58

Status updated to "Completed"

SY 22/23- Provide digital resources to support Tier 1 & 2 literacy instruction to include Lexia Core 5 Reading.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 3/3

- ~~Research funding for Lexia Core 5~~
- ~~Purchase Lexia Core 5 platform~~
- ~~Provide Professional Development for staff on utilizing Lexia in the classroom.~~

### Plan Details

Purchase Seesaw for K-1 to expand digital reinforcement activities; Purchase Brainpop for 2nd grade for digital resources for science supplementation; Purchase Vocabulary A-Z for 4th grade to reinforce vocabulary and spelling skills. Purchase Benchmark Education E Library to support core literacy curriculum in 3-5.

### Resources

Title 1- Seesaw at \$550; BrainPop at \$350; Vocabulary A-Z at \$108; Benchmark Education E Library at \$995.

### Action Plan 5.3



Progress 44%



During the 2022-2023 school year, there will be a focus on strengthening math instruction in all K-5 classrooms. The core instruction and supplementation will address deficits in number sense, number properties and operations. Tier 2 classroom interventions and engagement with a math interventionist for Tier 3 and push in support will be implemented.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

ME 5. Workforce

PE SP 6. Launch Successful Students

Project: 6

### Associated Root Cause(s)

Identify and address deficits in number sense, properties and operations. Strengthen Tier 2 interventions and provide consistent math intervention.

Update provided by Paula Kavalec on Oct 13, 2021 02:33:23

We are working on scheduling math PD and working on identifying deficits in math skills that are impacting performance and growth. We have hired a math interventionist and she is working on assessing our math instruction, practices and relevant interventions. We are using Freckle math to close gaps and to give some relevant information on skill deficits.

### Project 5.3.1



Update provided by Paula Kavalec on Oct 13, 2021 03:16:33

We are still working on identifying deficits and areas for development.

Aug 02, 2021 - May 31, 2022

On Track

Progress 0%

SY 22-23- Provide math professional development through companies like, Great Minds, Renaissance, Eureka for developing number sense and understanding number properties and operations.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/2

- Schedule math professional Development.
- Ensure that all grades and interventionists in K-5 participate in professional development.

### Plan Details

Research opportunities for math professional development through Great Minds, Renaissance or Eureka to strengthen instruction and understanding of deficit areas.

### Resources

Title 1- \$5,000 for professional development.

### Project 5.3.2

Update provided by Paula Kavalec on Sep 07, 2021 03:55:52

Aug 02, 2021 - May 31, 2022

Completed

Progress 100%

A math interventionist was hired using ESSER funds for the 2022 school year.

SY 22- Hire an interventionist that will support students for 3-4 days in math so that there is consistency in math interventions and an increase in performance for students.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

ME 5. Workforce

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/6

- Secure funding for math interventionist
- Review qualities needed for math interventionist in our building.
- Advertise math interventionist position
- Conduct interviews
- Hire best candidate for the math interventionist position
- Assign a mentor for interventions.

#### Plan Details

Provide interventionist with appropriate materials and resources for utilizing "Do the Math" interventions with Tier 3 MTSS students. also build in common math block time in master schedule to allow for ease of support in reduced timeframes.

### Project 5.3.3

Update provided by Paula Kavalec on Oct 13, 2021 03:19:00

Sep 01, 2021 - May 31, 2022

On Track

Progress 33%

Admin will engage in Math PLC's and discuss deficits/brainstorm with staff after fall break.

SY 22- Identify root cause of deficits in number sense, number properties and operations.

Owner: Paula Kavalec

ME 2. Strategy

ME 5. Workforce

#### Checklist (Equal Weighting) : 0/3

- Schedule math PLC's with teachers
- Engage in math PLC's with teachers and interventionists and gain feedback about root causes.
- Brainstorm solutions for addressing deficits.

#### Plan Details

Create a math committee to analyze possible root causes for math deficits- analyze data and sub categories of performance. Report back to staff and decide on next steps. If curriculum deficits are identified, form selection committee to spend time determining solutions for effective instruction.

### Project 5.3.4

Update provided by Paula Kavalec on Oct 13, 2021 03:19:31

We are in process of identifying intervention needs.

Aug 02, 2021 - May 31, 2023

On Track

Progress 80%

SY 22/23- Provide supplementation resource for Tier 2 math support and for accelerated personal learning for gifted students.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/5

- Find funding source for math supplementation
- Research options for math supplementation to benefit all student populations
- Purchase math supplementation program
- Set expectations for use at school and home
- monitor use of program and effectiveness utilizing program reports.

#### Plan Details

Purchase and utilize Freckle Math and focus skills for intervention students. Ensure use of accelerated options for GT students.

#### Resources

Title 1- Freckle Math at \$3,643.20;

### Project 5.3.5

Update provided by Paula Kavalec on Oct 13, 2021 02:04:47

We have a small cohort of teachers that have volunteered to be prt of the Math DNA cohort and they will be sharing their learning during PLC's and staff meetings.

Sep 03, 2021 - May 31, 2023

On Track

Progress 50%

SY 22/23- Teachers will volunteer to be a part of the Math DNA cohort for addressing math instruction in the K-5 classrooms and share their learning with other staff members.

Owner: Paula Kavalec

ME 1. Leadership

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 1/2

- Advertise Math DNA Cohort opportunities
- Support teachers that volunteers and reserve time in staff meetings for math DNA updates.

### Project 5.3.6

Nov 01, 2021 - May 31, 2023

Upcoming

Progress 0%

SY 22/23- There will be opportunities for students to engage in extra curricular clubs or activities that promote math learning and improvement. The Youcubed summer curriculum will be utilized and effectiveness reviewed through pre and post assessments.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/4

- Research funding for after school math club.
- Ascertain teachers for assisting with club and teaching math
- Schedule club on school calendar
- Conduct math club for students.

### Action Plan 5.4

Progress 100%

During the 2022 school year and continuing into the 2023 school year, there will be a continuation with the performance momentum gained through consistent interventions and targeted resources.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

ME 5. Workforce

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

Project: 3



### Associated Root Cause(s)

Performance Momentum- Continue to capitalize on performance momentum by maintaining current intervention structure and supporting with additional personnel and resources.

Update provided by Paula Kavalec on Oct 13, 2021 02:03:16

We have added a reading support paraprofessional to assist our interventionist in SIPPS instruction and addressing specific skill deficits using Red Apple lessons in Lexia. This was part of our Title 1 budget planning.

## Project 5.4.1

Update provided by Paula Kavalec on Sep 07, 2021 03:56:43

Aug 02, 2021 - May 31, 2023

Completed

Progress 100%

We received Title funds and were able to keep our current reading interventionist.

SY 22/23- Maintain reading intervention position using Title 1 funds.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

ME 5. Workforce

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/3

- Secure Title Funds for reading position
- Identify best teacher for this position and hire teacher
- Discuss reading expectations for the school year and review data to ensure best way to utilize interventionist

### Plan Details

Maintaining the current interventionist position allows our school to continue to capitalize on the performance momentum built this past year during COVID 19.

### Resources

Title 1- \$80,191 for salary & benefits.

## Project 5.4.2

Update provided by Paula Kavalec on Oct 13, 2021 02:01:28

Aug 02, 2021 - May 31, 2022

Completed

Progress 100%

Status updated to "Completed"

SY 22- Add support personnel in reading to address the increase in interventions needed following COVID and summer slide deficits.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

ME 5. Workforce

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 4/5

- ~~Research funding support for additional personnel~~
- ~~Outline need for interventionist and best use of time/resources~~
- ~~Hire best person for the position~~
- ~~Ensure consistent support and mentoring in new position~~
- Regular check in with personnel to ascertain effectiveness of position.

### Plan Details

This past year we had additional support using our PE teacher for reading interventions. This will not be available this next school year due to a return to normal schedules, but the need for reading support has not diminished. Adding a full time interventionist and two paraprofessionals to support in reading and math interventions will allow students to continue with performance momentum created in the last quarter of the 2020-2021 school year.

### Resources

Title 1- \$28,000 for salary & benefits.

### Project 5.4.3

Update provided by Paula Kavalec on Oct 13, 2021 03:09:36

Aug 02, 2021 - May 31, 2023

Completed

Progress 100%

√Maintain consistency of PM and regular conversations and accountability using PM tool reports.

SY 22/23- Provide consistent screening and progress monitoring tools to monitor and accelerate student growth in reading, math and early literacy skills.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/4

- Secure funding for progress monitoring tools
- Work with coach and interventionists for scheduling of PM
- Add PM dates to school calendar
- Maintain consistency of PM and regular conversations and accountability using PM tool reports.

#### Plan Details

Purchase subscription for Renaissance Star 360® to supplement K-5 student access. This tool will allow for consistent and intentional progress monitoring and data collection for supporting MTSS and targeted interventions. It will also allow for monitoring intervention and instructional practices effectiveness.

### Action Plan 5.5



Progress 63%

During the 2022 school year, the essential components and resources needed to address the new science standards in K-5 classrooms will be reviewed.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Project: 2



	%	#
On Track	50.0	1
Completed	50.0	1

#### Associated Root Cause(s)

Science Instruction- Identify resources and materials needed to address new science standards K-5.

Update provided by Paula Kavalec on Oct 13, 2021 02:35:52

We will be working on forming our science leadership team in the spring of 2022. We are compiling a list of science materials that are used and needed at each grade so that there is a running record each year and to ensure that materials are available as needed. The digital platforms are working very well so far and the resources are excellent and address the new science standards. The leadership team will work on identifying what is needed for solid science instruction and what deficits we are finding.



## Project 5.5.1

Update provided by Paula Kavalec on Oct 13, 2021 03:09:52

√ Identify needs in science

Sep 01, 2021 - Feb 18, 2022

On Track

Progress 25%

SY 22- Create a Teacher Leadership Team to identify the needs and resources to strengthen science instruction to improve academic achievement in science.

Owner: Paula Kavalec

ME 1. Leadership

ME 4. Learning and Improvement

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/4

- Identify needs in science
- Identify members for Science Leadership team
- Discuss Science resources in use currently
- Work with team to identify resources needed and direction of learning to meet science standards.

### Plan Details

Build a Teacher Leadership Team and provide stipends through Title Funds - Provide up to 6 teachers with stipends of \$800 for science leadership team that focuses on building resources and curriculum components for science and new standards. This would be a commitment of 35 hours of work outside of contract time.

### Resources

Title 1- \$5,856 for stipends & benefits.

## Project 5.5.2

Update provided by Paula Kavalec on Oct 13, 2021 02:06:29

Aug 02, 2021 - May 31, 2023

Completed

Progress 100%

We provided all three resources so that staff can explore a variety of resources using new science standards and try to create personalized opportunities for science lessons.

SY 22/23- Provide digital resources such as Discovery Education, Mystery Science or Generation Genius for students to interact with and develop proficiency in science standards and concepts that can be used for project and homework assignments.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 3/4

- ~~Survey needs with staff to engage in learning and teaching~~
- ~~Secure funding for digital resources~~
- ~~Purchase subscriptions for digital resources~~
- Ascertain usability and consistency of use to determine use for next school year

### Plan Details

Purchase Discovery Education subscription for teacher use while developing science curriculum and direction for new science standards.

### Resources

Title 1- Discovery Education at \$4245; Generation Genius at \$995; Mystery Science at 1249.

## Action Plan 5.6



Progress 67%

During the 2022 school year, there will be a concentrated focus on addressing the social emotional needs of students following a year of COVID-19.

Owner: Paula Kavalec

ME 2. Strategy

ME 5. Workforce

PE CP 1 How We Treat Each Other

PE SP 1. Value All People

PE SP 6. Launch Successful Students

Project: 3



On Track

%

#

33.33

1

Completed

66.67

2

### Associated Root Cause(s)

Social Emotional Learning- Following a year of COVID-19, provide consistent opportunities in every classroom for social emotional guidance lessons and consistent involvement of the school counselor.

Update provided by Paula Kavalec on Oct 13, 2021 02:39:09

Our new counselor has been a great addition and he is working on building relationships with students and honing in on skills needed to identify at risk students. The onboarding of Caring School Communities is helping develop strong classroom communities and helping with our school culture through the buddy program. We will work on social emotional opportunities for families in the spring of 2022. The counselor and new family liaison are working on getting to know our families this semester and helping with food bags and building rapport with at risk families.

## Project 5.6.1

Aug 02, 2021 - May 31, 2022

Completed

Progress 100%

Update provided by Paula Kavalec on Oct 13, 2021 03:10:09

√Set regular counselor meetings to review lessons and curriculum components.

SY 22- Restructure the role of the counselor to be intricately involved with developing a social emotional program using the new Caring Community curriculum.

Owner: Paula Kavalec

ME 1. Leadership

ME 2. Strategy

PE CP 1 How We Treat Each Other

PE SP 1. Value All People

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/3

- Hire a new counselor
- Spend time reviewing SEL curriculum and mentoring for scheduling consistent lessons in grades K-5
- Set regular counselor meetings to review lessons and curriculum components.

### Plan Details

Provide consistent opportunities in every classroom for social emotional guidance lessons and consistent involvement of the new school counselor.

## Project 5.6.2

Aug 02, 2021 - May 31, 2023

Completed

Progress 100%

SY 22/23- Engagement of counselor in regular check in's and relationship building with at risk students.

Owner: Paula Kavalec

ME 2. Strategy

PE CP 1 How We Treat Each Other

PE SP 1. Value All People

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Checklist (Equal Weighting) : 1/4

- ~~During beginning of the year counselor meetings, review scheduling of groups~~
- Mentor counselor on developing anecdotal notes during group sessions with at risk students
- Monitor counselor schedule throughout the year for consistent group meetings
- Check in with classroom teachers to assess relationship status with at risk students

### Plan Details

Have counselor create regular schedule for student check in throughout the day with students and provide opportunities for relationship and team building activities in the classroom or in pull out support during group/individual sessions.

Update provided by Paula Kavalec on Oct 13, 2021 02:10:29

Our counselor has created a calendar and formed groups that he is meeting with regularly. He is focused on interventions with at risk students and has involved himself in several trainings to identify at risk students and participated in reporting some DHS cases independently. He regularly check's in with several students who struggle with behavior and he is building good rapport with several students.

**Project 5.6.3** 

Update provided by Paula Kavalec on Oct 13, 2021 03:17:03

Counselor is working on building rapport with families and we will work on creating survey for families.

Aug 02, 2021 - May 31, 2023

On Track

Progress 0%

SY 22/23- Create opportunities for social emotional development of families.

Owner: Paula Kavalec

PE CP 1 How We Treat Each Other

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 5. Build Firm Foundations

PE SP2. Sustain Enduring Trust

**Checklist (Equal Weighting) : 0/3**

- Meet with counselor and brainstorm ideas/topics and what this may look like
- Send out a survey to parents to gauge interest in topics/ideas.
- Schedule time with families for SEL sessions

**Plan Details**

Engage in parent academy opportunities via ZOOM or in person on topics that affect families and students. Provide a meal for families and engage the counselor in providing workshops on topics such as stress relief, crisis intervention, promoting healthy habits, building resilience, working with difficult situations etc.

**Action Plan 5.7** 

Progress 84%



During the 2022 school year and continuing into the 2023 school year, there will be consistent opportunities for staff to create strong relationships and build community again following separation and isolation during COVID 19. There will be a greater focus on create a fluid PBIS structure that engages students and families in positive support of student learning.

	%	#
● On Track	50.0	1
● Completed	50.0	1

Owner: Paula Kavalec

ME 2. Strategy

ME 5. Workforce

PE CP 1 How We Treat Each Other

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP2. Sustain Enduring Trust

Project: 2

**Associated Root Cause(s)**

Culture and Climate - Build staff capacity for connection during formal and informal hours. Align the PBIS structure in a way that engages students and parents in supporting positive outcomes for learning.

Update provided by Paula Kavalec on Oct 13, 2021 02:41:54

Our schedule was crafted this year with consistent PLC's that are data driven and focused on students. There was also a mandatory collaboration time set for teacher to work with his/her teammate so that there is no subconscious isolation and connection on teams. We have had social events through our social committee such as catered lunches, Being BOOED and Ghosted and celebrating birthdays, but we would like to create more opportunities for staff social events after fall break.

## Project 5.7.1

Aug 02, 2021 - May 31, 2023

On Track

Progress 67%

Update provided by Paula Kavalec on Oct 13, 2021 02:12:41

We have crafted a schedule that allows for consistent PLC's and teams are meeting one day a week to collaborate and plan with a teammate. We are also creating opportunities for staff to spend some social time with families outside of the regular school day.

SY 22/23- Ensure consistent time in schedule for team planning and PLC's during formal work time and staff team building during social hours outside of school.

Owner: Paula Kavalec

ME 4. Learning and Improvement

ME 5. Workforce

PE SP 1. Value All People

PE SP2. Sustain Enduring Trust

### Checklist (Equal Weighting) : 2/3

- ~~Review schedule and ensure a team collaboration day is a set expectation~~
- ~~Schedule regular PLC's once a week~~
- Build in social time for staff once a quarter

### Plan Details

Be diligent about staff workload and provide opportunities and resources for team connection. Provide choices for PLC's and time to connect and work with team during school day to maintain work life balance and reduce stress. Ensure that ESP and specialists are also provided time to connect and maybe time within the Zone with other specialists as well. Continue to provide meals, staff treats, and opportunities for team building outside of school for social connectedness and to maintain trust that is building.

## Project 5.7.2

Update provided by Paula Kavalec on Oct 13, 2021 02:13:55

Aug 02, 2021 - May 31, 2023

Completed

Progress 100%

We have purchased PBIS Rewards this year and every teacher has posted a QR card outside of their classroom so that all staff are involved in awarding PBIS points to students. We are still engaged in monthly awards and prize cart which is motivating for students.

SY 22/23- Engage in a digital PBIS system for building motivation and parent engagement in positive learning outcomes for students.

Owner: Paula Kavalec

ME 4. Learning and Improvement

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Checklist (Equal Weighting) : 4/5

- Research PBIS Rewards program
- Secure funding for program
- Engage in training for PBIS Rewards for admin team
- Onboard the program and provide overview and specific details for staff
- Consistently monitor and share information with families

### Plan Details

Purchase the digital PBIS system and build rewards systems that can be independently monitored by students and families. Create celebrations aligned with awards and build in motivation for Lexia levels.

### Resources

Title 1- \$1,000 for digital PBIS subscription.

## Action Plan 5.8



Progress 13%

During the 2022 & 2023 school year, there will be parent engagement opportunities and a partnership with families to support student learning.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP2. Sustain Enduring Trust

Project: 3



● On Track

% | #

66.67 | 2

● Upcoming

33.33 | 1

### Associated Root Cause(s)

Parent & Family Engagement- Provide learning opportunities for parents and engage in partnership activities including after school clubs and activities.

Update provided by Paula Kavalec on Oct 13, 2021 02:44:44

Our family engagement is improving and we have had greater success so far with our CLD families in particular. We are working on ideas for Parent Academies and will start those in the Spring semester. We had the greatest turnout we have ever had for parent teacher conferences and have had some excellent connections with families in a variety of settings including food bag distribution, car line, Skate City event, Science Night and our recent Book Fair.

### Project 5.8.1

*Update provided by Paula Kavalec on Oct 13, 2021 03:17:40*

We are working on building rapport and electing new officers for PTA. This will be something we will focus on for the fall.

Aug 02, 2021 - May 31, 2023

On Track

Progress 0%

SY 22/23- Provide Parent Academy opportunities for parents to engage in and expand their own learning/experiences.

*Owner: Paula Kavalec*

ME 2. Strategy

ME 3. Customers

ME 4. Learning and Improvement

PE SP 3. Engage Our Community

PE SP2. Sustain Enduring Trust

#### Checklist (Equal Weighting) : 0/5

- Engage with PTA and survey parents about ideas for Parent Academy
- Schedule Parent Academy dates and times and align with topics
- Engage guest speakers for Parent Academy events
- Advertise events well through Blackboard and social media
- Follow up with family surveys to assess effectiveness

#### Plan Details

Engage in regularly scheduled parent activities and hold Parent Academy talks on a variety of topics/issues that are pertinent to families and parents.



## Project 5.8.2

Aug 02, 2021 - May 31, 2023

On Track

Progress 40%

SY 22/23- Engage families in events that build school and home connections to build and maintain partnership and trust.

Owner: Paula Kavalec

ME 2. Strategy

ME 3. Customers

ME 4. Learning and Improvement

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Checklist (Equal Weighting) : 0/5

- Work with PTA and family surveys to assess interest in family events and the types of events that parents are interested in.
- Schedule dates for family events
- Advertise through Blackboard and social media
- Hold family events and bridge home/school connections
- Send feedback surveys to gauge effectiveness of events.

### Plan Details

Hold family nights and events to engage families in school/ learning activities with their student to build home and school connections. These may include back to school night (opportunity to present and distribute Title I materials to inform families about Title I schools and status), science nights, cooking classes, movie nights, reading and math activity nights, young author events, holiday activities, Principal Coffee Chat and school sponsored events.

### Resources

Title 1- \$ 2,595.80 for family engagement events.

Update provided by Paula Kavalec on Oct 13, 2021 03:11:03

√Work with PTA and family surveys to assess interest in family events and the types of events that parents are interested in.

√Schedule dates for family events

√Advertise through Blackboard and social media

√Hold family events and bridge home/school connections

√Send feedback surveys to gauge effectiveness of events.

## Project 5.8.3

Apr 11, 2022 - May 31, 2023

Upcoming

Progress 0%

SY 22/23- Continue the school tradition of offering One Book, One School- a school wide reading experience to engage families with reading.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 3. Engage Our Community

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Checklist (Equal Weighting) : 0/12

- Decide on the family read book for the 2022 school year
- Create a planning committee for organizing the 2022 events around the theme.
- Secure funding in 2022 for books and purchase supplies for each family.
- Distribute materials and advertise the 2022 event via Blackboard and social media
- Hold a family event focused on the 2022 school read book
- Survey families to gain feedback for the 2023 school year.
- Decide on the family read book for the 2023 school year
- Create a planning committee for organizing the 2023 events around the theme.
- Secure funding in 2023 for books and purchase supplies for each family.
- Distribute materials and advertise the 2023 event via Blackboard and social media
- Hold a family event focused on the 2023 school read book
- Survey families to gain feedback for the 2024 school year.

### Plan Details

Provide a school wide reading experience for students and families that culminates in a family movie evening to celebrate the school event. Supplies for this event may include books, refreshments, student and family activity supplies and student/ staff shirts.

### Resources

Title 1- \$ 800.00 for One Book, One School family supplies.

**Action Plan 5.9**



Progress 46%

During the 2022 & 2023 school year, there will be opportunities for personalized student learning opportunities in alignment with the Empower Fz model and components.



	%	#
● On Track	100.0	2

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 1. Value All People

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

Project: 2

Update provided by Paula Kavalec on Oct 13, 2021 02:54:55

We will send two extra staff to the Digital Convergence Conference so that there is a greater understanding and engagement with Empower FZ. The Dean of Students and Principal are giving observational feedback to help with understanding and are focusing on one specific facet at a time. In September and October, the focus was engaging environments and staff received targeted feedback after observations on what engagement in the classroom looked like. The staff are at different places and paces, but the instructional coach is providing targeted and intentional direction and coaching using the Modern Teacher fluency and literacy modules.

## Project 5.9.1

Update provided by Paula Kavalec on Oct 13, 2021 03:19:47

We need to work on bookings for two extra teachers.

Sep 01, 2021 - Apr 29, 2022

On Track

Progress 25%

SY 22- Provide the opportunity for 2 extra teachers to attend the Digital Convergence Conference.

Owner: Paula Kavalec

ME 1. Leadership

ME 4. Learning and Improvement

ME 5. Workforce

PE SP 1. Value All People

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/4

- Secure funding for extra teachers to attend the conference
- Book the events and accommodations for each teacher
- Attend the conference
- Have the teachers that attend the conference and model schools share the insights and things they learned during staff PD.

### Plan Details

Provide the opportunity for 2 extra teachers to attend the Digital Convergence Conference and observe Modern Teacher in practice and see successful schools. These teachers would then return to school and share their experiences and work with staff on how to effectively develop personalized opportunities for students in our school.

### Resources

Title 1- \$1,098 for salary & benefits (subs); Title 1- \$2,558 for out of state conference and related expenses.

## Project 5.9.2

Update provided by Paula Kavalec on Oct 13, 2021 03:11:23

√Ensure that data notebooks are in each classroom

Aug 03, 2021 - May 31, 2023

On Track

Progress 66%

SY 22/23- Continued development of student learning plans and ownership of learning using data notebooks.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/3

- Have teachers work with instructional coach to craft and plan personalized playlists and learning plans
- Ensure that data notebooks are in each classroom
- Ask students to share data notebooks during observations

## Action Plan 5.10

Progress 81%

During the 2022 & 2023 school year, special student populations (Special Education, GT and CLD students) will be evaluated for growth in academic performance. These students will be provided differentiated learning opportunities and support in monitoring data to ensure consistent performance.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 1. Value All People

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

Project: 4



	%	#
● On Track	25.0	1
● Completed	75.0	3

### Associated Root Cause(s)

3) Performance Momentum- There needs to be improvement in academic performance in special populations including SLD, SSN and CLDE students. As a school, we need to continue to capitalize on performance momentum by maintaining intervention structure

Update provided by Paula Kavalec on Oct 13, 2021 02:59:24

Our new SSN teacher has made great strides in restructuring the program and identifying areas of improvement. There is a greater team cohesion and excellent direction in instructional practices and adaptations for special populations. Progress monitoring tools and strategies have been strengthened and team collaboration has allowed the paraprofessionals to extend their own learning and be confident in their abilities. Both special education teachers, the GT teacher, the CLDE teacher and the interventionists are all receiving the same training as general education teachers in order to continue creating an inclusive environment for staff as well as students.

## Project 5.10.1

Update provided by Paula Kavalec on Oct 13, 2021 03:11:35

Aug 02, 2021 - May 31, 2022

Completed

Progress 100%

√SSN teaching staff will consistently progress monitor student goals and adjust as needed when progress exceeds the goals

SY 22- SSN staff will collaborate and work with teachers on modifying curriculum and extending learning opportunities for all students.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 1. Value All People

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/3

- SSN teaching staff will review curriculum with classroom teachers and modify content for SSN students
- SSN teaching staff will extend classroom learning into individual student plans to incorporate IEP goals
- SSN teaching staff will consistently progress monitor student goals and adjust as needed when progress exceeds the goals

### Plan Details

SSN staff will engage in more collaborative opportunities to work/co-teach with teachers to ensure students in SSN are integrated into the general education classroom as successfully as possible. Also to allow for coaching opportunities with general education teachers on how to help include students in SSN.

Post COVID it will be essential to have team cohesion and understanding about students' needs, goals, behaviors, supports.

Data will be collected on a progress monitoring sheet in tandem with a service log. The case manager is responsible for creating and updating the forms as needed, and both the paraprofessionals and the case manager are responsible for filling them out (primarily paras). Case manager frequently checks to ensure data is being tracked. Data is formally shared with parents at the end of every quarter about how their child is doing towards their academic goals in the progress report.

## Project 5.10.2

Aug 02, 2021 - May 31, 2023

Completed

Progress 100%

Update provided by Paula Kavalec on Oct 13, 2021 02:20:47

Special education teachers were trained in SIPPS interventions and have aligned their progress monitoring tools so that consistent, reliable and measurable progress is appropriately tracked for all special education students.

SY 22/23- Special Education teachers will participate in appropriate training in academic programs used with special education students and will ensure consistent growth in target areas for each student.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 1. Value All People

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 2/3

- ~~Special Education staff will engage in professional learning for academic programming as needed and alongside general education teachers.~~
- ~~Special Education students will engage in academic programs similar to general education peers with modifications made by special education teacher~~
- Special education teachers will consistently progress monitor students according to appropriate IEP goals.

### Plan Details

SLD teacher will ensure that behavior intervention training is sought out for paras and teacher.

SLD staff will train alongside general education staff in all appropriate program training so in class support is efficient and effective.

SLD students will show growth in all aspects of reading, writing and math in response to direct and explicit instruction from SLD teacher in SIPPS lessons, reading comprehension, writing conventions (particularly spelling and punctuation) and skill building lessons in math including number recognition, counting, regrouping, multiplication and division.

Data will be monitored and analyzed so that responsive interventions are effective.

Students will be supported in tracking data using data notebooks.

## Project 5.10.3

Aug 02, 2021 - May 31, 2023

Completed

Progress 100%

Update provided by Paula Kavalec on Oct 13, 2021 02:23:38

SY 22/23- CLD students will receive consistent in class support and there will be stronger collaboration on instructional strategies that best support CLD students.

Our CLD teacher has been supported by our family liaison and we are hiring a CLD paraprofessional so that the caseload is manageable and CLD students are receiving consistent support. We have scheduled some professional development with the CLD coordinator who will be presenting on the learner profile of a CLD student to align with the Empower FZ learner profile ideas and to assist teachers in utilizing strategies that will support CLD students in learning.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 1. Value All People

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/3

- Review calendar and schedule with CLD teacher
- Research PD for staff on engaging CLD students and practical strategies in the classroom
- Assist CLD teacher with gaining some opportunities for co-teaching

### Plan Details

CLD teacher will ensure stronger in class support & strategies for students.

CLD students will show greater growth in reading, writing and math as a result of targeted strategies.

CLD teacher will collaborate with general education teachers to ensure that there is a common understanding of how to utilize effective strategies with CLD students.

Progress will be monitored through STAR and DIBELs and students will be supported in tracking his/her data in data notebooks.

CLD will monitor student progress and adapt strategies in response to deficits in Listening, Speaking, Reading and Writing.



### Project 5.10.4

Update provided by Paula Kavalec on Oct 13, 2021 03:12:01

√Ensure that counselor is part of meeting GT student affective needs goals

Aug 02, 2021 - May 31, 2023

On Track

Progress 25%

SY 22/23- Students that are gifted and talented will continue with strong academic growth. There will be opportunities to present learning in a variety of ways and to engage in learning that is of high personal interest.

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/4

- Meet with GT Teacher and discuss learning plans for students
- Ensure that counselor is part of meeting GT student affective needs goals
- Attend the earning events hosted by GT students to preview the alternative methods of learning
- Review resources and provide access to high interest resources

#### Plan Details

The GT teacher will strive to find ways to ensure that GT students achieve a years worth of growth rather than just maintain on grade status.

The GT teacher will strive to identify students in underrepresented populations (CLD, SLD, twice exceptional etc).

The GT Teacher will maintain and track data through local systems and support students in using data notebooks.

the GT teacher will continue to create and modify rubrics that support students in tracking progress and goal setting and this is used for parent and teacher communication.

The GT teacher will strive to ensure that students take ownership and participate in establishing and maintaining affective goals in collaboration with the school counselor.

### Action Plan 5.11

Progress 100%

During the 2022 & 2023 school year, the "of technology" of our school name brand will be redefined to include updated and interactive resources for students and staff.



	%	#
Completed	100.0	1

Owner: Paula Kavalec

ME 2. Strategy

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Project: 1

## Associated Root Cause(s)

Technology- The name of our school needs to be re-branded to define "of technology."

*Update provided by Paula Kavalec on Oct 13, 2021 03:04:59*

We are working on defining the "of technology" in our school name and are identifying ways that will help set us apart. We are setting aside funding for an interactive system for our gym to incorporate a variety of methods for team building and developing strong and healthy students. We are also working on a replenishment plan to replace outdated equipment with more cutting edge and updated technological components so that students can engage in learning in a variety of ways using modern technological tools.

### Project 5.11.1

Aug 02, 2021 - May 31, 2023

Completed

Progress 100%

*Update provided by Paula Kavalec on Oct 13, 2021 03:12:17*

SY 22/23- Design a replenishment plan for replacing outdated technology and replacing with interactive and cutting edge components.

√Work with tech teacher to identify needs for upcoming year

√Research funding opportunities for tech resources

√Seek quotes for updated equipment and craft 5 year plan for replenishment

√Meet with vendors and seek out ideas for cutting edge technological tools to advance access for students

*Owner: Paula Kavalec*

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 0/4

- Work with tech teacher to identify needs for upcoming year
- Research funding opportunities for tech resources
- Seek quotes for updated equipment and craft 5 year plan for replenishment
- Meet with vendors and seek out ideas for cutting edge technological tools to advance access for students

#### Plan Details

Work on a replenishment plan with the technology coach to sustain current and future use of integrated technological devices and resources. Consider iPads, Smartboards, Projectors and Apple TV's for replacing with interactive panels and provide tech training.



**Meridian Ranch Elementary School**

	%	#
● On Track	57.14	8
● Completed	42.86	6

*School Overview* - Meridian Ranch Elementary School (MRES) is located in Eastern El Paso County in El Paso School District 49 inside the Falcon Zone. We are a public elementary school servicing students in grades K-5. Meridian Ranch has approximately 650 students that all receive core and differentiated instruction in Math, Reading, Writing, and Perspective courses (Gym, Music, Art, Technology, and Project Based Learning). MRES has a positive culture and puts kids first. The school has the highest level of military students in the district at above 36%. This has grown over the past six years. At this time, MRES is a performance school. Currently, MRES is rated Meets for academic achievement of all students in English Language Arts, Math, and Science. MRES's academic growth is rated Approaching in Math and Does Not Meet in English Language Arts

Meridian Ranch Elementary School is rated by the Colorado Department of Education as a "Performance" school as we are categorized as "meet" in both Academic Achievement and in Academic Growth on the School Performance Framework.

As part of our Unified Improvement Plan development, the Data Leadership Team (DLT) members have reviewed the previous year's school performance frameworks to begin the school improvement planning process. Staff participated in a data dig exploring test scores from assessments that include: CMAS scores from the last three years and DIBELS scores from the past 3 years. The team found trends in the disaggregated data in grades 3, 4, & 5 and amongst different subgroups.

*Assessment Participation* - We met the state assessment participation rate as more than 95% of our students participated in taking the 2019 CMAS assessments in ELA, Math, and Science.

*Process and Stakeholder Involvement* - The Meridian Ranch Elementary School shared leadership team (Team Leads) reviews current and trend data to determine major improvement targets. This group of professionals consists of General Education teachers from each grade level, a Special Education teacher, a Specials teacher, an Instructional Coach, Counselor, Dean, Assistant Principal and Principal. As a team, we meet to analyze data, identify needs and challenges, and isolate root causes. The shared leadership team shares the information with their grade level teammates during Professional Learning Community (PLC) meetings and communicate questions or concerns back to the shared leadership team. Our data is presented in multiple ways to identify curriculum and instructional needs, subgroup needs, trends, and possible root causes. Furthermore, MRES administration meets with the SAC to share results and collect specific input and provide feedback. Administration meets quarterly with the SAC to review our Improvement Plan, to analyze progress monitoring data, and to make adjustments to our action steps if necessary. The SAC reviewed the final improvement plan for the 2020-2021 and 2021-2022 school years on September 22, 2020.

*Data Review and Identified Opportunities for Improvement* - In ELA, Meridian Ranch Elementary School has demonstrated consistent growth and achievement on the CMAS test for the last three years this assessment was given. We have 'met' for all subgroups for both growth and achievement, with the exception of our students with disabilities (did not meet in achievement and approaching in growth). Our 2020-2021 local assessment data for ELA indicates similar progress and achievement. Our median student growth percentile in STAR 360 was 71.2. Additionally, our Acadience Reading scores indicated high percentages of students at benchmark or higher across all grade levels, including make above average progress in Kindergarten and 1st grades, and well above average progress in 2nd and 3rd grades. In Math, Meridian Ranch Elementary School met in both academic growth and achievement on the 2019 CMAS assessment overall, including an exceeding growth rating in free/reduced. Our 2020-2021 local assessment data for math indicates less attainment in progress and achievement.

STAR 360 data indicated a median student growth percentile of 71.9. On the 2019-2020 culture and climate survey, 92% of students indicated they feel safe at school, 97% of students indicated they have an adult they trust at school, and 95% of students shared that they have a friend who is different from them. Additionally, our percent of daily student attendance was 94% during the 2019-2020 school year. Based on our comprehensive needs assessment and data review, we have identified the following opportunities for improvement - students with disabilities need to demonstrate increased rates of growth,

all students need to continue to demonstrate high levels of proficiency/achievement utilizing personalized learning opportunities, and all students need to feel reconnected and safe at school (socially, emotionally, and physically) as we return following the pandemic.

*Root Cause Identification and Verification* - After careful analysis of a variety of data sources - SPF, CMAS, and local data sources (Acadience Reading, STAR 360 Reading and Math, culture and climate surveys, etc.) - we identified and verified the following root causes:

1. All staff members need to continue to develop the capacity to build relationships with students and create learner-centered cultures within all classrooms to support connectedness and social-emotional intelligence and health as we return following the pandemic. If we build positive relationships through safe and caring learning environments then student learning, achievement, and resilience will increase.
2. Increased focus on instructional practices and enhanced opportunities for rigorous, relevant, and relational learning is critical. If we create individualized, innovative pathways within flexible learning environments, then students will take ownership of and demonstrate their learning in a variety of ways.
3. Teachers and paraprofessionals continue to need training, resources, and assessment program analysis to effectively personalize learning for students and provide intervention to target learning loss and support student achievement. If we provide focused, systemic and ongoing professional learning to empower and grow staff members, then we will become facilitators of blended learning opportunities resulting in increased student competency.

These root causes were examined and verified by assessment data and perception data, with input from the building leadership team, and reviewed by the School Accountability Committee (SAC).

Owner: Sheehan Freeman-Todd

Action Plan: 3    Project: 14

**Action Plan 6.1**  Progress 33%

Engaging Environments

Teachers demonstrate thoughtful design of circumstances, objects, space or conditions by which learners are surrounded that tend to inspire them to take ownership of how, when and where they learn; it's where learners come alive! Engaging Environments incorporate the Big Ideas of Learner Voice, Safe & Caring Environments, and Blended & Flexible Learning Spaces.

During the 2021-2022 and 2022-2023 school years, Meridian Ranch Elementary School teachers will complete full implementation of the Learner Centered Culture components, Modern Physical Learning Environment components, and Digital Learning Environment components within Modern Teacher to ensure that engaging environments enhance student learning. Administrators and the Instructional Coach will conduct classroom observation and feedback sessions to measure implementation of these components in every classroom.

For Learner Voice, teachers create conditions for learners to have input and provide meaningful feedback on the experiences in their classrooms. For Safe & Caring Environments, teachers ensure that learners feel physically, emotionally and educationally safe. For Blended & Flexible Learning Spaces, teachers create conditions that allow for a variety of environments (settings) and experiences for learners (physical & virtual).

Owner: Sheehan Freeman-Todd

Project: 3



	%	#
● On Track	66.67	2
● Completed	33.33	1

### Project 6.1.1

Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:01:15

We are on track to complete by end of 21-22 school year

Ongoing - Ongoing

On Track

SY21-22 - All MRES Staff will complete Goal 4 in the Modern Teacher platform by the end of May 2022.

Owner: Sheehan Freeman-Todd

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Project 6.1.2

Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:02:40

All K-5 classroom and perspectives have established their vision and code to start the 21-22 school year. These will be revisited at the start of each new quarter and updated if needed.

Jul 28, 2021 - Aug 23, 2021

Completed

Progress 100%

SY21-22 - Establish Classroom Vision and Code for all grades K-5 and Perspectives

Owner: Sheehan Freeman-Todd

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Project 6.1.3

Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:02:57

In Progress and on track

Jul 28, 2021 - May 23, 2022

On Track

Progress 0%

All teachers will develop a learner centered culture within their classrooms that allow for students to master content at different places and through various paths.

Owner: Sheehan Freeman-Todd

## Action Plan 6.2



Progress 50%



### Enhanced Opportunities

Teachers provide and allow for creative and limitless platforms and vehicles that support and augment learning. Firstly, Learner Choice: Teachers provide a pathway for students to fully and genuinely invest themselves in quality work that matters. Participating in learning design allows students to make meaning of content on their own terms. Second, Authentic & Creative Learning Experiences: Teachers immerse students in a wide variety of educational and instructional opportunities focused on connecting what students are taught in school to real-world issues, problems, and applications. Lastly, Global Collaboration: Teachers provide learning opportunities to broaden student perspectives and enrich student learning by collaborating with others and working effectively in teams locally and globally.

Owner: Sheehan Freeman-Todd

Project: 4

### Project 6.2.1



Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:03:33

In progress and on track. Once a month in the MRES Highlights newsletter there is a featured section on EmpowerFZ at MRES.

Jul 12, 2021 - May 23, 2022

On Track

Progress 0%

SY21-22 - Promote the Falcon Zone and EmpowerFZ specifically to Meridian Ranch Elementary to stakeholders.

Owner: Sheehan Freeman-Todd

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Project 6.2.2



Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:04:27

In Progress and will be on track

Jul 28, 2021 - May 23, 2022

On Track

Progress 0%

All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect a Lesson using Effective Pedagogy.

Owner: Sheehan Freeman-Todd

### Project 6.2.3

Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:04:02

All returning staff have completed. Any new staff are working on.

Jul 28, 2021 - Sep 28, 2021

Completed

Progress 100%

All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect a Lesson Block Foundation.

Owner: Sheehan Freeman-Todd

### Project 6.2.4

Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:04:59

Jul 28, 2021 - Oct 01, 2021

Completed

Progress 100%

Completed by all returning staff and will be completed by new staff during the second quarter.

All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect Digital and Face-to-Face Learning Experiences.

Owner: Sheehan Freeman-Todd

### Action Plan 6.3



Progress 43%

Elevated Instruction:

Teachers plan, implement, and assess learning experiences driven by the needs, capacities, and interests of the learner. Teachers act as facilitators to empower students to take ownership of their learning.

By May 2023, Meridian Ranch Elementary School students will engage in personalized learning using aligned learning plans with appropriate levels of rigor. The desired outcome is for every student to demonstrate personal growth that leads toward mastery of standards in all content areas and to see continuous growth in all content areas from students across all subgroups (SPED, GT, CLDE, Minority, F&R) through the implementation of personalized learning opportunities as indicated on local and state assessments (CMAS, STAR 360, Acadience Reading and Math, AIMSweb, WIDA, etc.).

Teachers will design learning experiences that are customized to meet the individual preferences and needs of each learner based on levels of understanding and comprehension and provide differentiated support and purposeful, authentic assessments so that learners become proficient and beyond by advancing on demonstrated mastery of content and skills.

Owner: Sheehan Freeman-Todd

Project: 7



	%	#
● On Track	57.14	4
● Completed	42.86	3

### Project 6.3.1

Update provided by Sheehan Freeman-Todd on Sep 09, 2020 11:44:14

Sep 02, 2019 - Jul 01, 2020

Completed

Progress 100%

Status updated to "Completed"

SY21 - Identify an online tool that benchmarks and progress monitors both ELA & Math for students in grades K-5

Owner: Sheehan Freeman-Todd

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Project 6.3.2

Update provided by Sheehan Freeman-Todd on Sep 09, 2020 11:44:36

Status updated to "Completed"

Sep 02, 2019 - Jul 01, 2020

Completed

Progress 100%

SY21 - Identify an online tool that benchmarks and progress monitors both ELA & Math for students in grades K-5

Owner: Sheehan Freeman-Todd

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Project 6.3.3

Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:05:16

In progress and on track

Jul 28, 2021 - May 23, 2022

On Track

Progress 0%

SY21-22 - Ongoing Professional Learning. All teachers will receive further and ongoing training in Star 360 Reading and Math Assessments to better analyze student measurement data and align instruction according to student levels of performance and achievement. In addition, Freckle will be used as a progress monitoring tool to support.

Owner: Sheehan Freeman-Todd

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust



### Project 6.3.4

Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:05:27

In progress and on track

Aug 03, 2020 - Ongoing

On Track

SY21 - Professional Learning to implement and utilize data from Star360 Reading and Math

Owner: Sheehan Freeman-Todd

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Project 6.3.5

Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:05:38

In progress and on track

Aug 03, 2020 - Ongoing

On Track

SY21 - Professional Learning to implement and utilize Freckle for reading and math.

Owner: Sheehan Freeman-Todd

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Project 6.3.6

Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:05:59

Completed by all returning staff and new staff are working on currently.


Jul 28, 2021 - Oct 01, 2021

Completed

Progress 100%

All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect a Rigorous Learning Experience.

Owner: Sheehan Freeman-Todd

**Project 6.3.7** 

*Update provided by Sheehan Freeman-Todd on Oct 15, 2021 14:06:11*

In progress

Aug 02, 2021 - May 23, 2022

On Track

Progress 0%

Students will engage in personalized learning opportunities utilizing learning plans linked to their abilities, needs, and interests, including all content areas and intervention time (both ELA and Math).

*Owner: Sheehan Freeman-Todd*

**Woodmen Hills Elementary School**



	%	#
● Status Pending	62.5	5
● On Track	25.0	2
● Completed	12.5	1

*School Overview* - Woodmen Hills Elementary School is located in Eastern El Paso County in School District 49. We are a public elementary school serving approximately 625 students in grades PreK-5. At Woodmen Hills Elementary School, students are inspired to collaborate, learn, and grow through personalized learning opportunities that allow students to achieve mastery at individual paces, paths, and places. All students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students participate in Art, Music, PE, and PBL/technology classes.

Woodmen Hills Elementary School is rated by the Colorado Department of Education as a "Performance" school as we are categorized as "meet" in both Academic Achievement and in Academic Growth on the School Performance Framework.

*Assessment Participation* - We met the state assessment participation rate as more than 95% of our students participated in taking the 2019 CMAS assessments in ELA, Math, and Science.

*Process and Stakeholder Involvement* - The Woodmen Hills Elementary School shared leadership team (Team Leads) reviews current and trend data to determine major improvement targets. This group of professionals consists of General Education teachers from each grade level, a Special Education teacher, a Specials teacher, an Instructional Coach, Counselor, Dean, Assistant Principal and Principal. As a team, we meet to analyze data, identify needs and challenges, and isolate root causes. The shared leadership team shares the information with their grade level teammates during Professional Learning Community (PLC) meetings and communicate questions or concerns back to the shared leadership team. Our data is presented in multiple ways to identify curriculum and instructional needs, subgroup needs, trends, and possible root causes. Furthermore, WHES administration meets with the SAC to share results and collect specific input and provide feedback. Administration meets quarterly with the SAC to review our Improvement Plan, to analyze progress monitoring data, and to make adjustments to our action steps if necessary. The SAC reviewed the final improvement plan for the 2020-2021 and 2021-2022 school years on October 28, 2020.

*Data Review and Identified Opportunities for Improvement* - In ELA, Woodmen Hills Elementary School has demonstrated consistent growth and achievement on the CMAS test for the last three years this assessment was given. We have 'met' for all subgroups for both growth and achievement, with the exception of our students with disabilities (did not meet in achievement and approaching in growth). Our 2020-2021 local assessment data for ELA indicates similar progress and achievement. Our median student growth percentile in STAR 360 was 52.5. Additionally, our Acadience Reading scores indicated high percentages of students at benchmark or higher across all grade levels, including make above average progress in Kindergarten and 1st grades, and well above average progress in 2nd and 3rd grades. In Math, Woodmen Hills Elementary School met in both academic growth and achievement on the 2019 CMAS assessment overall, including an exceeding growth rating in free/reduced. Our 2020-2021 local assessment data for math indicates less attainment in progress and achievement. STAR 360 data from 2020-2021 indicated a median student growth percentile of 45.5. In the fall of 2021-2022, beginning of year assessment data indicated 59% of students were at or above benchmark as measured by Acadience Reading Primary Literacy composite score across grade levels K-3. On the 2019-2020 culture and climate survey, only 77% of students indicated they feel safe at school, 91% of students indicated they have an adult they trust at school, and 95% of students shared that they have a friend who is different from them. Additionally, our percent of daily student attendance was 94% during the 2019-2020 school year. Based on our comprehensive needs assessment and data review, we have identified the following opportunities for improvement - students with disabilities need to demonstrate increased rates of growth, all students need to continue to demonstrate high levels of proficiency/ achievement utilizing personalized learning opportunities, and all students need to feel reconnected and safe at school (socially, emotionally, and physically) as we return following the pandemic.

*Root Cause Identification and Verification* - After careful analysis of a variety of data sources - SPF, CMAS, and local data sources (Acadience Reading, STAR 360 Reading and Math, culture and climate surveys, etc.) - we identified and verified the following root causes:

1. All staff members need to continue to develop the capacity to build relationships with students and create learner-centered cultures within all classrooms to support connectedness and social-emotional intelligence and health as we return following the pandemic. If we build positive relationships through safe and caring learning environments then student learning, achievement, and resilience will increase.

2. Increased focus on instructional practices and enhanced opportunities for rigorous, relevant, and relational learning is critical. If we create individualized, innovative pathways within flexible learning environments, then students will take ownership of and demonstrate their learning in a variety of ways.

3. Teachers and paraprofessionals continue to need training, resources, and assessment program analysis to effectively personalize learning for students and provide intervention to target learning loss and support student achievement. If we provide focused, systemic and ongoing professional learning to empower and grow staff members, then we will become facilitators of blended learning opportunities resulting in increased student competency.

These root causes were examined and verified by assessment data and perception data, with input from the building leadership team, and reviewed by the School Accountability Committee (SAC).

Owner: Bethany Stegman Contributor: Amanda Bower

Action Plan: 3 Project: 8

**Action Plan 7.1**  Progress 0%

**Engaging Environments**

Teachers demonstrate thoughtful design of circumstances, objects, space or conditions by which learners are surrounded that tend to inspire them to take ownership of how, when and where they learn; it's where learners come alive! Engaging Environments incorporate the Big Ideas of Learner Voice, Safe & Caring Environments, and Blended & Flexible Learning Spaces.

During the 2021-2022 and 2022-2023 school years, Woodmen Hills Elementary School teachers will complete full implementation of the Learner Centered Culture components, Modern Physical Learning Environment components, and Digital Learning Environment components within Modern Teacher to ensure that engaging environments enhance student learning.

For Learner Voice, teachers create conditions for learners to have input and provide meaningful feedback on the experiences in their classrooms. For Safe & Caring Environments, teachers ensure that learners feel physically, emotionally and educationally safe. For Blended & Flexible Learning Spaces, teachers create conditions that allow for a variety of environments (settings) and experiences for learners (physical & virtual).

Owner: Bethany Stegman

ME 4. Learning and Improvement PE SP 5. Build Firm Foundations PE SP 6. Launch Successful Students

Project: 1



	%	#
● Status Pending	100.0	1

**Local Accountability Indicator Area**

Student Learning  
School Culture

## Project 7.1.1

Aug 02, 2021 - May 26, 2023

Status Pending

Progress 75%

SY22 & SY23 All teachers will develop a learner centered culture within their classrooms that allows for students to master content at different paces and through various paths.

Owner: Bethany Stegman

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 6/8

- ~~Teachers create a shared vision with their students~~
- ~~Shared visions are posted in all classrooms~~
- ~~Teachers create a classroom code collaboratively with their students~~
- ~~Classroom codes are posted in all classrooms~~
- ~~Teachers/teams have identified contents of data notebooks~~
- Each student has a data notebook and is tracking their own progressions of learning
- Teachers create a digital learning environment accessible in blended learning formats
- ~~Learning spaces reflect a modern physical learning environment with flexible learning spaces~~

### Resources

Resources Modern Teacher Online Platform

## Action Plan 7.2

Progress 0%

### Enhanced Opportunities

Teachers provide and allow for creative and limitless platforms and vehicles that support and augment learning while also providing a pathway for students to fully and genuinely invest themselves in quality work that matters.

During the 2021-2022 and 2022-2023 school years, Woodmen Hills Elementary staff will receive Professional Learning around the Architect a Lesson Using Effective Pedagogy, Architect a Lesson Block Foundation, and Architect Digital and Face-to-Face Learning Experiences.

Participating in this professional learning allows for learning to occur in increased learner choice - learning design allows students to make meaning of content on their own terms. Teachers are then able to provide authentic and creative learning experiences and immerse students in a wide variety of educational and instructional opportunities focused on connecting what students are taught in school to real-world issues, problems, and applications.

Owner: Bethany Stegman

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

Project: 3



	%	#
● Status Pending	66.67	2
● On Track	33.33	1

## Project 7.2.1

Oct 01, 2020 - May 26, 2023

On Track

Progress 0%

SY22 & SY23 All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect a Lesson using Effective Pedagogy.

Owner: Bethany Stegman

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Checklist (Equal Weighting) : 0/2

- Literacy Tiles completed for Architect a Lesson using Effective Pedagogy for all certified staff
- Fluency Tiles for Architect a Lesson using Effective Pedagogy for all certified staff

### Plan Details

We will engage our community through various platforms to promote WHES, the Falcon Zone, and EmpowerFZ. This includes the vision, the work we are conducting, and the engagement of all stakeholders.

Ideas include strengthening the School Accountability Committee processes and involvement, Tornado Town Halls (chats with the principal as a platform for parents to engage with school leadership), and continued partnership opportunities with PTA and community members.

### Resources

Modern Teacher Professional Learning Platform

Update provided by Bethany Stegman on Sep 01, 2021 17:41:46

Changes in checklist result in an update in status and/or progress

### Previous

Literacy Tiles

Fluency Tiles

### Updated

Literacy Tiles completed for Architect a Lesson using Effective Pedagogy for all certified staff

Fluency Tiles for Architect a Lesson using Effective Pedagogy for all certified staff

## Project 7.2.2

Oct 01, 2021 - May 26, 2023

Status Pending

Progress 0%

SY22 & SY23 All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect a Lesson Block Foundation.

Owner: Bethany Stegman

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/2

- Literacy Tiles completed for Architect a Lesson Block Foundation for all certified staff
- Fluency Tiles completed for Architect a Lesson Block Foundation for all certified staff

### Resources

Modern Teacher Professional Learning Platform

## Project 7.2.3

Oct 01, 2021 - May 26, 2023

Status Pending

Progress 0%

SY22 & SY23 All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect Digital and Face-to-Face Learning Experiences.

Owner: Bethany Stegman

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

### Checklist (Equal Weighting) : 0/2

- Literacy Tiles complete for Architect Digital and Face-to-Face Learning Experiences by all certified teachers
- Fluency Tiles complete for Architect Digital and Face-to-Face Learning Experiences by all certified teachers

### Action Plan 7.3



Progress 50%



### Elevated Instruction

Teachers plan, implement, and assess learning experiences driven by the needs, capacities, and interests of the learner. Teachers act as facilitators to empower students to take ownership of their learning.

By May 2023, Woodmen Hills Elementary School students will engage in personalized learning using aligned learning plans with appropriate levels of rigor. The desired outcome is for every student to demonstrate personal growth that leads toward mastery of standards in all content areas and to see continuous growth in all content areas from students across all subgroups (SPED, GT, CLDE, Minority, F&R) through the implementation of personalized learning opportunities as indicated on local and state assessments (CMAS, STAR 360, Acadience Reading and Math, AIMSweb, WIDA, etc.).

Teachers will design learning experiences that are customized to meet the individual preferences and needs of each learner based on levels of understanding and comprehension and provide differentiated support and purposeful, authentic assessments so that learners become proficient and beyond by advancing on demonstrated mastery of content and skills.

Owner: Bethany Stegman

ME 4. Learning and Improvement

Project: 4

	%	#
Status Pending	50.0	2
On Track	25.0	1
Completed	25.0	1

### Local Accountability Indicator Area

Student Learning

#### Project 7.3.1

Update provided by Bethany Stegman on Sep 01, 2021 18:04:50

Aug 03, 2020 - Sep 17, 2021

Completed

Progress 100%

100% of staff complete this module by May 2021.

SY21 & SY22 All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect a Modern Curriculum (Overview) to support learning plan development with appropriate levels of rigor.

Owner: Bethany Stegman

ME 2. Strategy

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

#### Checklist (No Weighting) : 2/2

- Literacy Tiles
- Fluency Tiles

#### Plan Details

Professional learning opportunities will be provided in self-paced, playlist and learning plan formats allowing for educator choice, voice, and needs-based learning engagements. We will rely on expertise of Zone and building shared leadership opportunities to elevate instruction.



### Project 7.3.2

Jul 28, 2021 - Dec 17, 2021

On Track

Progress 100%

SY 22 All teachers will complete the Modern Teacher module, including literacy and fluency tiles: Architect a Rigorous Learning Experience.

Owner: Bethany Stegman

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 2/2

- ~~Literacy Tiles complete for Architect a Rigorous Learning Experience for all certified teachers~~
- ~~Fluency Tiles complete for Architect a Rigorous Learning Experience for all certified teachers~~

Update provided by Bethany Stegman on Oct 16, 2021 13:45:59

Changes in checklist result in an update in status and/or progress

#### Previous

- Literacy Tiles complete for Architect a Rigorous Learning Experience for all certified teachers
- Fluency Tiles complete for Architect a Rigorous Learning Experience for all certified teachers

#### Updated

- Literacy Tiles complete for Architect a Rigorous Learning Experience for all certified teachers
- Fluency Tiles complete for Architect a Rigorous Learning Experience for all certified teachers

### Project 7.3.3

Aug 02, 2021 - May 26, 2023

Status Pending

Progress 50%

SY22 & SY23 Students will engage in personalized learning opportunities utilizing learning plans linked to their abilities, needs, and interests, including all content areas and WIN (What I Need) time geared towards targeted interventions in ELA and Math.

Owner: Bethany Stegman

ME 4. Learning and Improvement

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 1/2

- Learning plans are visible in all classrooms.
- ~~WIN time across all grade levels allows for personalized learning opportunities in ELA and Math.~~

### Project 7.3.4

Jul 28, 2021 - May 26, 2023

Status Pending

Progress 50%

SY22 & SY23 All teachers will receive further and ongoing training in Star 360 Reading and Math assessments to better analyze student measurement data and align instruction according to student levels of performance and achievement.

Utilizing all assessment program reports to their full capacity will support gaining a better understanding of what is being measured, what students know, and what students need to know. Collaborative work during PLCs focused on data will support alignment of instruction, too.

Owner: Bethany Stegman

ME 4. Learning and Improvement

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

#### Checklist (Equal Weighting) : 1/2

- Enhance PLC meeting schedules in the 21-22 school year to include 2 data-driven PLCs per month at all grade levels.
- Ongoing Star 360 training offered and attained by staff in reading and/or math (depending on content areas/grade levels taught).

### School 8

Progress 81%

#### ARCHIVED PLANS PRIOR to SY ENDING (SY22)

Owner: Sue Holmes

Contributors: Bethany Stegman, Brian Smith, Darryl Bonds, Martina Meadows, Paula Kavalec, Sheehan Freeman-Todd, and Tricia Burley

Action Plan: 4

Project: 11



	%	#
On Track	27.27	3
Completed	72.73	8

### Action Plan 8.1

Progress 75%

Leadership

Owner: Sue Holmes

Project: 4



	%	#
On Track	25.0	1
Completed	75.0	3

Update provided by Sue Holmes on Jun 08, 2021 22:04:15

#### **Project 1.1.1: SY 21 Promote the Falcon Zone and EmpowerFZ to connect to all stakeholders. (100% completed)**

Completed final EmpowerFZ video of the year. Sending out to families this week. Sent to staff yesterday.

#### **Project 1.1.2: SY 21 Achieve Stage 6 in Modern Teacher Framework (56% completed)**

While making solid, steady progress, we will continue this goal during the 2021-2022 school year. We are proud of our accomplishments toward Stage 6.

**Project 1.1.4: SY 21 Facilitate instructional rounds at all schools in the Falcon Zone (0% completed)**

Changed status to "Stopped." Will look at this project to begin next school year.

**Project 8.1.1**

Aug 24, 2020 - Jun 01, 2021

Completed

Progress 100%

*Update provided by Sue Holmes on Jun 08, 2021 21:58:25*

Completed final EmpowerFZ video of the year. Sending out to families this week. Sent to staff yesterday.

SY 21 Promote the Falcon Zone and EmpowerFZ to connect to all stakeholders.

*Owner: Sue Holmes*

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

**Plan Details**

Objectives:

- Communicate with and inform parents, students, community and staff about EmpowerFZ, highlighting its impact and excellence across the zone.
- Communicate myself as the Falcon Zone Leader and the leader of EmpowerFZ

### Project 8.1.2

Update provided by Sue Holmes on Aug 13, 2021 17:21:27

Aug 24, 2020 - Jun 15, 2021

Completed

Progress 100%

Stage 6.04!

SY 21 Achieve Stage 6 in Modern Teacher Framework

Owner: Sue Holmes

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Strategically apply success indicators in the Modern Teacher framework to elevate EmpowerFZ at scale throughout the Falcon Zone and achieve Stage 6 by the end of the school year.

### Project 8.1.3

Update provided by Sue Holmes on Jun 08, 2021 21:59:47

Aug 24, 2020 - May 10, 2021

Completed

Progress 100%

Completed rounding at all 6 schools. Combed through feedback and communicated trends to principals. Communicated all personal acknowledgements to staff via emails.

SY 21 Conduct rounding at each school.

Owner: Sue Holmes

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

#### Plan Details

Conduct individual rounding as well as group rounding during the school year in order to be better informed of staff voices.

### Project 8.1.4

Update provided by Sue Holmes on Jun 08, 2021 22:00:06

Changed status to "Stopped." Will look at this project to begin next school year.

Sep 21, 2020 - May 14, 2021

On Track

Progress 0%

SY 21 Facilitate instructional rounds at all schools in the Falcon Zone

Owner: Sue Holmes

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Action Plan 8.2

Progress 100%



Modern Curriculum

	%	#
Completed	100.0	2

Owner: Sue Holmes

Project: 2

Update provided by Sue Holmes on Jun 08, 2021 22:04:55

**Project 1.3.1: SY 21 Revise Model Unit Plan template to better support teacher planning and instruction (75% completed)**

Building learning progressions for all standards in all subject areas to be completed by July 1.

### Project 8.2.1

Update provided by Sue Holmes on Aug 13, 2021 17:20:53

Completed

Aug 24, 2020 - Nov 20, 2020

Completed

Progress 100%

SY 21 Revise Model Unit Plan template to better support teacher planning and instruction

Owner: Sue Holmes

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

## Project 8.2.2

Update provided by Paula Kavalec on Oct 13, 2021 03:13:07

Aug 31, 2021 - Oct 05, 2021

Completed

Progress 100%

Fluency Libraries provided.

Ensure that classrooms and interventionists have fluency libraries so that students in interventions can engage in fluency practice with the appropriate level of materials needed.

Owner: Paula Kavalec

### PE SP 6. Launch Successful Students

#### Checklist (No Weighting) : 2/2

- ~~Check through Collaborative Classroom for fluency intervention resources.~~
- ~~Purchase fluency libraries for interventions~~

#### Plan Details

Provide teachers with fluency library books from Collaborative Classroom that will allow intervention students to engage with the right level of materials for fluency practice.

## Action Plan 8.3



Progress 65%

Professional Learning

Owner: Sue Holmes

Project: 3



	%	#
● On Track	66.67	2
● Completed	33.33	1

Update provided by Sue Holmes on Jun 08, 2021 22:05:05

**Project 1.5.1: SY 21 Support building leaders to ensure all 2020-2021 contracted staff achieve Falcon Zone's Professional Learning Goal 2 in Modern Teacher platform. (100% completed)**

Completed!

**Project 1.5.2: SY 21 Support building leaders to ensure all 2020-2021 contracted staff achieve Falcon Zone's Professional Learning Goal 3 in Modern Teacher platform (95% completed)**

Allowing for last 2 fluency tiles in Rigor module to be completed 1Q 2021/2022.

### Project 8.3.1

Update provided by Sue Holmes on Jun 08, 2021 22:03:04

Aug 24, 2020 - Oct 09, 2020

Completed

Progress 100%

Completed!

SY 21 Support building leaders to ensure all 2020-2021 contracted staff achieve Falcon Zone's Professional Learning Goal 2 in Modern Teacher platform.

Owner: Sue Holmes

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Project 8.3.2



Update provided by Sue Holmes on Jun 08, 2021 22:03:48

Aug 24, 2020 - Jun 02, 2021

On Track

Progress 95%

Allowing for last 2 fluency tiles in Rigor module to be completed 1Q 2021/2022.

SY 21 Support building leaders to ensure all 2020-2021 contracted staff achieve Falcon Zone's Professional Learning Goal 3 in Modern Teacher platform

Owner: Sue Holmes

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Project 8.3.3



Update provided by Paula Kavalec on Oct 13, 2021 03:18:17

We are in the process of creating teacher survey to identify areas of need.

Aug 02, 2021 - May 31, 2022

On Track

Progress 0%

Provide ongoing professional development and support through Collaborative Classroom in Being a Reader (K-2), Making Meaning (K-5), Being a Writer (K-5) and Book Clubs (3-5).

Owner: Paula Kavalec

ME 2. Strategy

ME 4. Learning and Improvement

#### Checklist (No Weighting) : 0/2

- Survey teachers for identified needs in reading, writing, making meaning and book club instruction.
- Analyze data with coach and set up professional development with Collaborative Classroom.

#### Plan Details

At beginning of the year, establish a PD plan for the year so that support and training is ongoing all year and meets the needs in K-5 classrooms. Survey teachers on needs.

### Action Plan 8.4

Progress 100%



Instructional Models

	%	#
Completed	100.0	2

Owner: Sue Holmes

Project: 2

Update provided by Sue Holmes on Jun 08, 2021 22:04:46

#### **Project 1.2.1: SY 21 Align teacher evaluation to Falcon Zone Instructional Model (100% completed)**

Will send video on new evaluation to all teachers this week.

Will train all evaluators on the new evaluation in July.

#### **Project 1.2.2: SY 21 Finalize learner profile tool (100% completed)**

Will finalized secondary menus in July. Will launch in fall at all schools.



### Project 8.4.1

Aug 24, 2020 - Jan 18, 2021

Completed

Progress 100%

Update provided by Sue Holmes on Jun 08, 2021 22:00:51

Will send video on new evaluation to all teachers this week.

Will train all evaluators on the new evaluation in July.

SY 21 Align teacher evaluation to Falcon Zone Instructional Model

Owner: Sue Holmes

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust

### Project 8.4.2

Aug 24, 2020 - Nov 20, 2020

Completed

Progress 100%

Update provided by Sue Holmes on Jun 08, 2021 22:01:45

Will finalized secondary menus in July. Will launch in fall at all schools.

SY 21 Finalize learner profile tool

Owner: Sue Holmes

PE CP 1 How We Treat Each Other

PE CP 2 How We Treat Our Work

PE SP 1. Value All People

PE SP 3. Engage Our Community

PE SP 4. Promote Educational Cho...

PE SP 5. Build Firm Foundations

PE SP 6. Launch Successful Students

PE SP2. Sustain Enduring Trust