D49 Skyview UIP

Jul 01, 2021 - Jun 30, 2021

Current Reporting Date: Nov 18, 2021
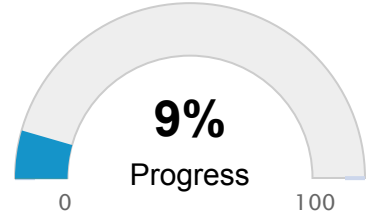
Report Created On: Oct 26, 2021

9	**30**	**93**
School	Action Plans	Projects

Overall Summary
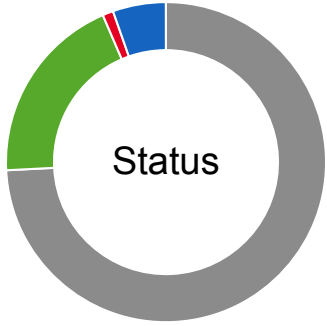
Status

		%
●	Status Pending	74.19
●	On Track	19.35
●	Stopped	1.08
●	Completed	5.38

9%
Progress

0   100

Report Legend   No Update   Overdue   **Priority**

School 1   Progress 17%

POWER Zone Leadership CEO Update

The POWER Zone consists of 7 coordinated schools (5 elementary schools, one middle school, and one high school) all operating within District 49. POWER Zone has three zone focuses of increased Academic Performance, creating and maintaining strong School Climate and Safety, & providing expanded Personalized Learning Opportunities. The POWER Zone utilizes the Marzano High Reliability Schools process improvement framework to drive continuous improvement efforts around district and zone defined focuses.

		%	#
●	Status Pending	74.19	23
●	On Track	9.68	3
●	Stopped	3.23	1
●	Completed	12.9	4

Owner: Dan Snowberger

Action Plans: 9	Projects: 31

Update provided by Dan Snowberger on Oct 15, 2021 14:28:34

Work in the Power Zone continues to be focused on our key priorities:

- Academic Performance
- Personalized Learning
- School Safety & Climate

Along with the VOW survey just completed, we surveyed staff for feedback on our leaders to ensure that we continue to support them in their continued growth and efforts at creating a collaborative environment focused on student outcomes. Those survey results will be shared individually with each principal and we will work to create action plans where necessary to address opportunities for growth and improvement.

The POWER Zone also conducted meetings around our Star 360 data with specific focus on students who have been enrolled here in D49 and yet have failed to make academic progress. Star 360 will be a critical assessment and progress monitoring tool as we work to close the learning gap created during the pandemic. It is easy to discount performance of students who may transfer into the district, however we all recognize that we have children who have been served here in our district who have failed to show growth. Administrators (Principals, AP's, and Deans) have been encouraged to adopt three students whose past performance shows either stagnation or regression and take a personal role in changing those courses.   We will track progress of these students through a case study model to ensure that we change the course for them, as well as others who share the same profile.

At the beginning of the year, our zone leadership began a book study around Patrick Lencioni's **The Advantage**. This author focuses on creating a healthy organization in which we build a cohesive leadership team, create clarity, and over-communicate that clarity. Our school leaders have worked to implement many of the concepts supported by Lencioni in their building leadership teams. While the zone has undergone some leadership changes, I am pleased with the continued focus on student learning and confident that we will see our schools increase their positive culture and student achievement in the coming year.

Action Plans 1.1

CEO Narrative Update 10-12-20

Please refer to the action steps and projects within the zone Envisio Plan for progress in our current areas of focus. POWER Zone is continuing to build out action steps and projects for each area of focus. We are working on creating a plan that can be utilized for our zone performance report in November. Please see the major action steps for the zone listed below.

School Climate - Zone Innovation Assembly Measures, Capturing Kids Hearts and Process Champions Focus & Voice of the Workforce Focus

Academic Performance - STAR 360 ELA and Math K-8, DIBELS ELA and Math K-5, PSAT/SAT 9-11, Graduation Rate, Pathway Plan Completion

Personalized Learning - Zone Innovation Assembly Measures, Creating a personalized academic goal per student, Creating a common place for all student academic goals to be collected across the zone.

VOW Feedback - Commitment to analyzing VoW feedback at all levels within zone and to create action steps at each level: Building & Zone

CEO Narrative Update 9-14-20

Focused work was put into updating action plans and multiple projects per action step within Envisio. The three zone focuses of School Climate & Safety, Academic Performance, and Personalized Learning now each have multiple actionable projects with measurables connected to each of them. The goal is to be able to produce a quality Zone Performance Update out of Envisio by the November BOE meeting. We are used to using state data as our big common metric for student performance and progress over time. However, this year due to lack of a 2020 CMAS test we are focusing even more on local data, nationally normed when possible, to help us tell a story of both progress year over year and even within the 2020-21 school year itself.

Much of the POWER Zone's work towards increasing the effectiveness of our overall focuses lies in our Zone Innovation Assembly Action Cohorts. These cohorts are made up of groups of stakeholders from each school and are aligned to our three focuses. Their work will continue to focus on creating strategies and action plans around student engagement, academic performance, and school climate.

CEO Update - 8-17-20

Return to Learn planning has consumed copious amounts of time by every staff member within the zone since June. There are varied complexities to ensuring each school has a plan that meets the needs of varied stakeholders with varied opinions on a variety of impactful topics. PZ schools have been, and will continue to be, up to the challenge. Each building has created Return to Learn Plans with input from district personnel, building staff, and our families. Please see the major topics each school has messaged to our families below. Further, we have continued to work towards creating a more engaging and personalized environment for our students to learn within. Please also see the ways we are moving more towards this type of academic model below as well.

Major Topics Communicated to Community

- Schedules, Calendar, and Logistics
- Personal Safety System
- Facility Safety Systems
- Public Health System
- Learning Systems
- Communication Systems

Increasing Engagement and Personalization of Learning

As you can see below the POWER Zone is moving towards creating more voice and choice in how a student learns and perhaps even more importantly how they demonstrate their learning to others. Goal setting in a digital based portfolio is a great system for allowing students other ways to demonstrate learning than a pen and paper assignment. Art, videos, music, extracurriculars, oral presentations, and physical demonstrations are just a few examples of where our educators are heading with our students in our quest to provide as much engagement and relevance to our student's learning.

Owner: Dan Snowberger

Action Plans 1.2 Progress 32%

School Climate - PZ

Owner: Dan Snowberger

Projects: 4

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

Projects 1.2.1 ⬚ ⏱

| Nov 01, 2019 - May 31, 2021 | On Track | Progress 28% |

Zone Innovation Assembly - Hold 8 meetings and create 3 measures for our school climate focus

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Checklist (Manual Weighting) : 3/11
- ~~6%   Meeting 1~~
- ~~6%   Meeting 2~~
- 6%   Meeting 3
- 7%   Meeting 4
- 6%   Meeting 5
- 6%   Meeting 6
- 6%   Meeting 7
- 7%   Meeting 8
- ~~16%   Measure 1~~
- 17%   Measure 2
- 17%   Measure 3

Update provided by Michael Pickering on Oct 06, 2020 19:09:48

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

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Projects 1.2.2

| Aug 03, 2020 - Oct 09, 2020 | Completed | Progress 100% |

Train all new licensed personnel in CKH philosophy

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Checklist (Equal Weighting) : 7/7
- ~~ALLIES~~
- ~~IVES~~
- ~~OES~~
- ~~RVES~~
- ~~SES~~
- ~~SMS~~
- ~~VRHS~~

Update provided by Barbara Austin-Seeley on Feb 12, 2021 19:48:50

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

Previous
[X] ALLIES
[X] IVES
[X] OES
[X] RVES
[X] SES
[X] SMS
[X] VRHS

Updated
[X] ALLIES
[X] IVES
[X] OES
[X] RVES
[X] SES
[X] SMS
[X] VRHS

Projects 1.2.3

Aug 03, 2020 - Dec 15, 2020 | Status Pending | Progress 0%

Analyze 2020-2021 annual VoW survey results and create 2 goals based off of zone survey trends

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Checklist (Equal Weighting) : 0/2
- Goal 1
- Goal 2

Projects 1.2.4

Sep 01, 2020 - May 14, 2021 | Status Pending | Progress 0%

OLD - Vow Survey Work - POWER Zone - OLD

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Checklist (No Weighting) : 0/7
- Administer Annual VoW Survey
- Review Annual VoW Survey Feedback
- Work w/ Applicable Focus Groups to Better Understand the Data
- Present Annual VoW Survey Feedback to Staff
- Work w/ Applicable Focus Groups to Create Action Plans Responding to Major VoW Focuses
- Revisit Action Plans Quaterly
- Summarize Steps Taken in Action Plans at End of School Year

Action Plans 1.3   Progress 7%

Academic Performance - PZ

Owner: Dan Snowberger

Projects: 3

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

Projects 1.3.1 🗩 ⏱

Ongoing - May 31, 2021   On Track   Progress 22%

Zone Innovation Assembly - Hold 8 meetings and create 3 measures for our school academic performance focus

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Checklist (Manual Weighting) : 2/11
- 6% ~~Meeting 1~~
- 6% Meeting 2
- 6% Meeting 3
- 7% Meeting 4
- 6% Meeting 5
- 6% Meeting 6
- 6% Meeting 7
- 7% Meeting 8
- 16% ~~Measure 1~~
- 17% Measure 2
- 17% Measure 3

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

Projects 1.3.2 🗩 ⏱

Ongoing - May 31, 2021   Status Pending   Progress 0%

STAR 360 ELA and Math - Grow by 10% by EOY (3rd - 8th)

Owner: Dan Snowberger

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Projects 1.3.3 🗩 ⏱

Ongoing - May 31, 2021   Status Pending   Progress 0%

Increase PSAT and SAT state percentile rankings by 5% (this may not be possible this year with testing changes due to COVID)

Possible alternative if needed - Increase average common assessment scores by 5% from BOY to EOY

Owner: Dan Snowberger

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ELA

Increase ELA by 10% by end of year

Projects 1.3.2 STAR 360 ELA and Math - Grow by 10% by EOY (3rd - 8th)

Math

Increase Math by 10% by end of year

Projects 1.3.2 STAR 360 ELA and Math - Grow by 10% by EOY (3rd - 8th)

Increase SAT or common assessment scores by 5%

Projects 1.3.3 Increase PSAT and SAT state percentile rankings by 5% (this may not be possible this year with te...

Action Plans 1.4   Progress 5%

Personalized Learning - PZ

Owner: Dan Snowberger

Projects: 3

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

Projects 1.4.1

Ongoing - May 31, 2021   On Track   Progress 16%

Zone Innovation Assembly - Hold 8 meetings and create 3 measures for our school personalized learning focus

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Checklist (Manual Weighting) : 1/11
- 6%   Meeting 1
- 6%   Meeting 2
- 6%   Meeting 3
- 7%   Meeting 4
- 6%   Meeting 5
- 6%   Meeting 6
- 6%   Meeting 7
- 7%   Meeting 8
- ~~16%   Measure 1~~
- 17%   Measure 2
- 17%   Measure 3

Update provided by Eric Maliepaard on Sep 12, 2020 07:51:19

√Measure 1

Projects 1.4.2 ⬚ 🕐

Ongoing - May 31, 2021   Status Pending   Progress 0%

Every student in the POWER Zone will create at least one academic goal that is reflected upon by the end of the year

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

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PE SP 6. Launch Successful Students

Projects 1.4.3 ⬚

Ongoing - Ongoing   Status Pending

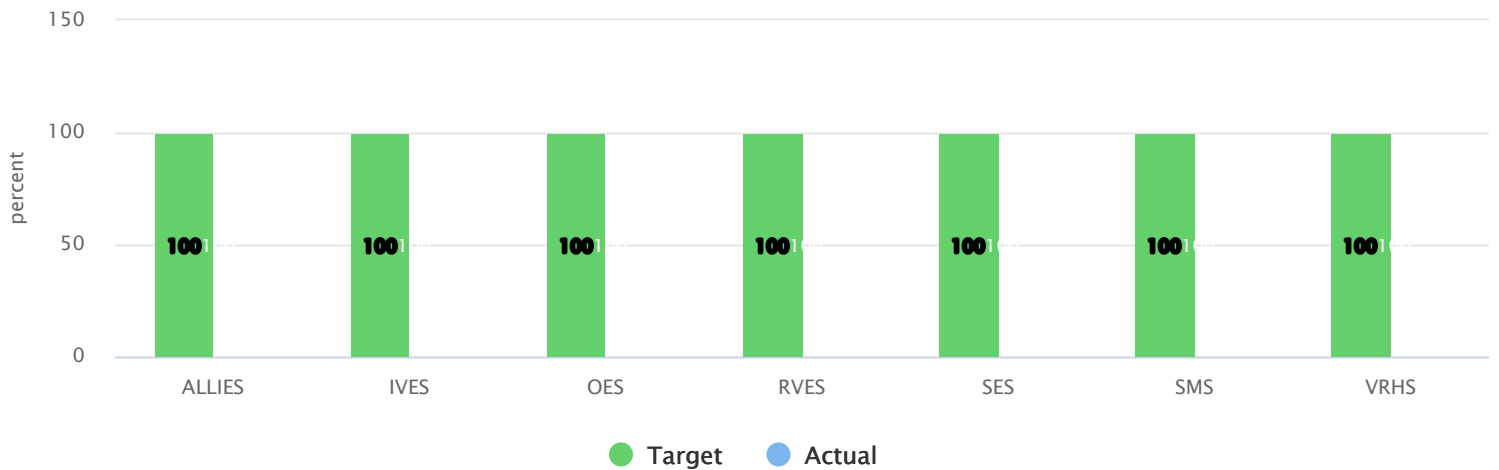Create a common method for tracking student goal setting

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Set and reflect on goals

Projects 1.4.2 Every student in the POWER Zone will create at least one academic goal that is reflected upon by ...

Legend: ● Target ● Actual

Action Plans 1.5 Progress 0%

VoW Annual Survey

	%	#
● Status Pending	100.0	3

Owner: Dan Snowberger

Projects: 3

Projects 1.5.1

Ongoing - Ongoing   Status Pending

Review 2020-2021 VoW Annual zone level survey data with principals no later than 30 days from publication

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Plan Details
Start Date and End Date should be updated after publication

Projects 1.5.2

Ongoing - Ongoing   Status Pending

Principals will review 2020-2021 VoW Annual school based survey data with their staff no later than 30 days from publication

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Checklist (No Weighting) : 0/7
- ALLIES
- IVES
- OES
- RVES
- SES
- SMS
- VRHS

Plan Details
Start Date and End Date should be updated after publication, the checklist should also be switched to Equal Weighting at that time.

Projects 1.5.3

Ongoing - Ongoing | Status Pending

Create and track in Envisio two goals from zone VoW annual
survey feedback within 45 days of publication

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Checklist (No Weighting) : 0/2
- Goal 1
- Goal 2

Plan Details
Start Date and End Date should be updated after publication,
the checklist should also be switched to Equal Weighting at that
time.

Action Plans 1.6 | Progress 100%

E-Working Plans

Owner: Dan Snowberger

Projects: 2

	%	#
🔵 Completed	100.0	2

Projects 1.6.1

Mar 17, 2020 - Jun 30, 2020 | Completed | | Progress 100% |

E-Working Protocol for Power Zone Support Staff

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Checklist (No Weighting) : 24/24

- Managing & responding to emails in a timely and professional manner (2 business days or sooner)
- Managing and responding to supervisors emails in a timely and professional manner utilizing breakthroach coach
- Schedule and attend any/all necessary meetings via a virtual platform or phone
- Order resources as requested by supervisor
- Complete state validation in PowerSchool for each PZ school, not including CLDE or SPED fields
- Update list of 8th to 9th grade students with boundary verification information to update roll over numbers from MS to HS
- Update list of 5th to 6th grade students with boundary verification information to update roll over numbers from ES to MS
- Update 20/21 enrollment and staffing live numbers weekly or daily if needed
- Update any data errors for MA's reports by school in order of: ALLIES, OES, IVES, SES, RVES, SMS, then VRHS
- Pull any reports as needed by my supervisor
- Code and upload receipts for all PZ card holders as charges hit: Pam Lewis, Theresa Ritz, Michael Pickering, Brittany Jilek
- Request VPN on computer to work on BussinessPlus from home
- Once able, update budget report on a scheduled basis (potentially every Friday)
- Create and process PO's as needed
- Update clerical interview questions to follow High Definition Hiring guidance - by job type and level if appropriate
- Create clerical interview tasks to follow High Definition Hiring guidance - by job type and level if appropriate
- Create additional screenshot resources for clerical staff through PowerSchool, google drive and other platforms as appropriate
- Continue building Schoology group for the consistent onboarding and training of new clerical hires
- Attend free professional development webinars to gather and share resources with all clerical staff

Update provided by Brittany Jilek on Jul 06, 2020 13:41:01

√Order resources as requested by supervisor

√Create and process PO's as needed

√Update clerical interview questions to follow High Definition Hiring guidance - by job type and level if appropriate

√Create clerical interview tasks to follow High Definition Hiring guidance - by job type and level if appropriate

√Download the BRAVING inventory for teamwork for both clerical and admin teams for potential trust building

√Break down the cultural compass values into "operationalized values" as referenced in Dare to Lead to book study

√Look at Brene Brown resources on feedback to update/add to the evaluation process for support staff

√Continue building Schoology group for the consistent onboarding and training of new clerical hires

√Create additional screenshot resources for clerical staff through PowerSchool, google drive and other platforms as appropriate

and principals as appropriate
- Convert clerical job descriptions into the new format provided by Nicole Evans on 3/16
- Download the BRAVING inventory for teamwork for both clerical and admin teams for potential trust building
- Break down the cultural compass values into "operationalized values" as referenced in Dare to Lead to book study
- Look at Brene Brown resources on feedback to update/add to the evaluation process for support staff
- Weekly zone admin secretary check ins via google hangout for connection and communication

Projects 1.6.2

Ongoing - Jul 06, 2020 | Completed | Progress 100%

E-Working Protocol for Direct Reports

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Plan Details

Direct Reports

Zone Admin: Described in Project 1.5.1

Principals (Beginning March 30): All meetings are virtual through Google Hangout - Daily Principal Huddle (to collaborate, share ideas, and give updates), Individual Meeting with each Principal Daily, Two Daily Email Communications to principals (school start and school end times), principals will continue to support all building level staff in development and implementation of e-learning plans.

Lewis/Maliepaard(Beginning March 30): Virtual Daily Meetings, support Lewis and Maliepaard in supporting princpals and teachers around the creation and implementation of e-learning plans.

General: Continue to support student, staff, parent, and community needs as they arise, continue to support and implement zone and district's strategic and operational priorities

Managing & responding to emails in a timely and professional manner (2 business days or sooner)

Managing and responding to supervisors emails in a timely and professional manner utilizing breakthroach coach

Schedule and attend any/all necessary meetings via a virtual platform or phone

Order resources as requested by supervisor

Complete state validation in PowerSchool for each PZ school, not including CLDE or SPED fields

Update list of 8th to 9th grade students with boundary verification information to update roll over numbers from MS to HS

Update list of 5th to 6th grade students with boundary verification information to update roll over numbers from ES to MS

Update 20/21 enrollment and staffing live numbers weekly or daily if needed

Update any data errors for MA's reports by school in order of: ALLIES, OES, IVES, SES, RVES, SMS, then VRHS

Pull any reports as needed by my supervisor

Code and upload receipts for all PZ card holders as charges hit: Pam Lewis, Theresa Ritz, Michael Pickering, Brittany Jilek

Request VPN on computer to work on BussinessPlus from home

Once able, update budget report on a scheduled basis (potentially every Friday)

Create and process PO's as needed

Update clerical interview questions to follow High Definition Hiring guidance - by job type and level if appropriate

Create clerical interview tasks to follow High Definition Hiring guidance - by job type and level if appropriate

Create additional screenshot resources for clerical staff through PowerSchool, google drive and other platforms as appropriate

Continue building Schoology group for the consistent onboarding and training of new clerical hires

Attend free professional development webinars to gather and share resources with all clerical staff and principals as appropriate

Convert clerical job descriptions into the new format provided by Nicole Evans on 3/16

Download the BRAVING inventory for teamwork for both clerical and admin teams for potential trust building

Break down the cultural compass values into "operationalized values" as referenced in Dare to Lead to book study

Look at Brene Brown resources on feedback to update/add to the evaluation process for support staff

Weekly zone admin secretary check ins via google hangout for connection and communication

Action Plans 1.7
Progress 60%

Support Staff - PZ

Owner: Dan Snowberger

Projects: 1

	%	#
● Stopped	100.0	1

Projects 1.7.1

Jul 13, 2020 - Jun 11, 2021   Stopped   Progress 60%

Increase clerical training opportunities

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Checklist (Equal Weighting) : 6/10
- ~~Clerical Kick Off~~
- ~~Elementary Scheduling Work Session~~
- ~~Clerical Brainstorming - Fall 2020 Big Topics~~
- ~~Finance Training~~
- ~~October Count~~
- ~~Quarter One Optional Training~~
- Quarter Two Optional Training
- Quarter Three Optional Training
- Quarter Four Optional Training
- End of Year Finance Work Session

Update provided by Barbara Austin-Seeley on Feb 12, 2021 19:53:32

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

Previous
[X] Clerical Kick Off
[X] Elementary Scheduling Work Session
[X] Clerical Brainstorming - Fall 2020 Big Topics
[X] Finance Training
[X] October Count
[X] Quarter One Optional Training
[] Quarter Two Optional Training
[] Quarter Three Optional Training
[] Quarter Four Optional Training
[] End of Year Finance Work Session

Updated
[X] Clerical Kick Off
[X] Elementary Scheduling Work Session
[X] Clerical Brainstorming - Fall 2020 Big Topics
[X] Finance Training
[X] October Count
[X] Quarter One Optional Training
[] Quarter Two Optional Training
[] Quarter Three Optional Training
[] Quarter Four Optional Training
[] End of Year Finance Work Session

Action Plans 1.8
3   Progress 13%

Board Presentation Fall 2020

Owner: Dan Snowberger

Projects: 8

	%	#
● Status Pending	87.5	7
● Completed	12.5	1

Projects 1.8.1

Ongoing - Ongoing   Status Pending

eLearning

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Projects 1.8.2

Ongoing - Ongoing   Completed

SPF

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Update provided by Eric Maliepaard on Oct 28, 2020 05:00:59

SPFs for zone schools

Projects 1.8.3

Ongoing - Ongoing   Status Pending

DIBELS

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Projects 1.8.4

Ongoing - Ongoing   Status Pending

Star 360

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

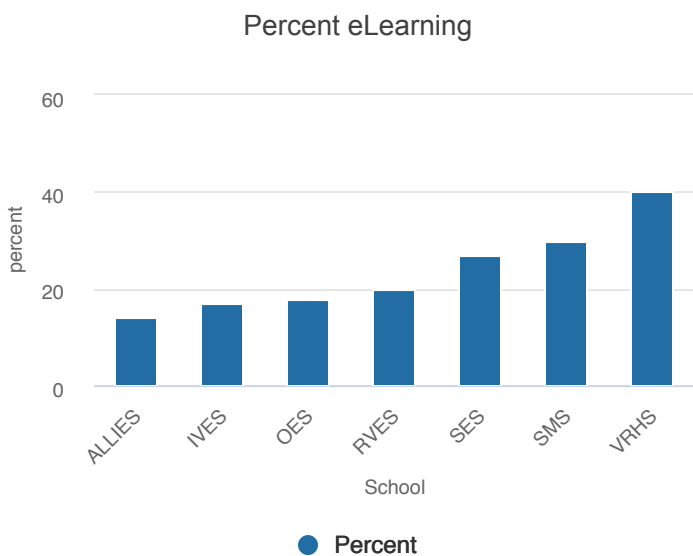PE SP 6. Launch Successful Students

Projects 1.8.5

Ongoing - Ongoing | Status Pending

SAT

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Projects 1.8.6

Ongoing - Ongoing | Status Pending

AP Scores

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Projects 1.8.7

Ongoing - Ongoing | Status Pending

Lexia

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Projects 1.8.8

Ongoing - Ongoing   Status Pending

PZ Performance Report Summary

Owner: Dan Snowberger

PE CP 2 How We Treat Our Work

PE SP 4. Promote Educational Cho...

PE SP 6. Launch Successful Students

Plan Details

1) Continue to support student learning across all academic levels and learning modes with the most effective models possible.

2) Identify emerging gaps in learning and scaffold necessary supports to decrease these gaps over time.

3) Continue to utilize the Capturing Kids Hearts philosophy along with the district's Cultural Compass to provide addtional social emotional supports for our staff and students.

4) Analyze our most current VoW results and develop action plans to provide support specific areas as identified by staff.
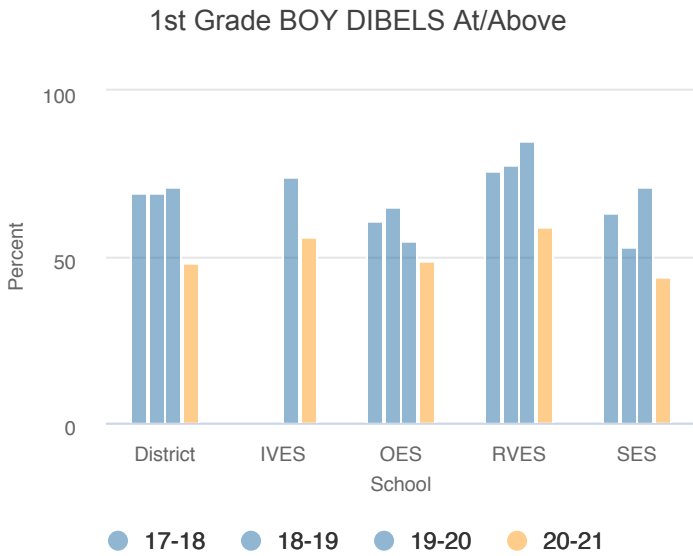

PZ eLearning

Projects 1.8.1 eLearning

Percent eLearning

PZ DIBELS BOY Kindergarten

Projects 1.8.3 DIBELS

Kindergarten BOY DIBELS At/Above

Legend: 17-18   18-19   19-20   20-21
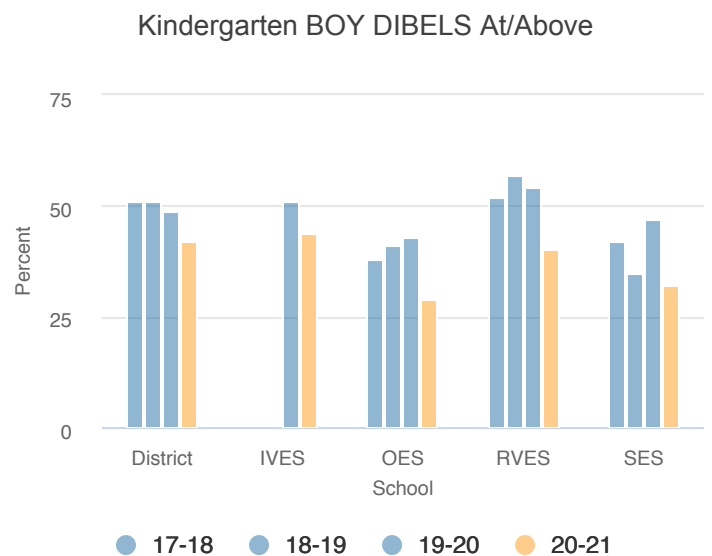
PZ DIBELS BOY 1st

Projects 1.8.3 DIBELS

1st Grade BOY DIBELS At/Above

Legend: ● 17-18 ● 18-19 ● 19-20 ● 20-21

PZ DIBELS BOY 3rd

Projects 1.8.3 DIBELS

3rd Grade BOY DIBELS At/Above

Legend: ● 17-18 ● 18-19 ● 19-20 ● 20-21
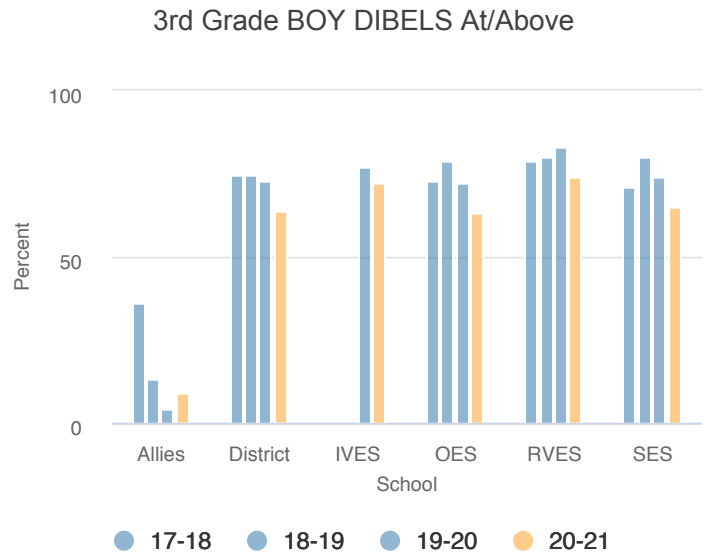
PZ DIBELS BOY 2nd

Projects 1.8.3 DIBELS

2nd Grade BOY DIBELS At/Above

Legend: ● 17-18 ● 18-19 ● 19-20 ● 20-21
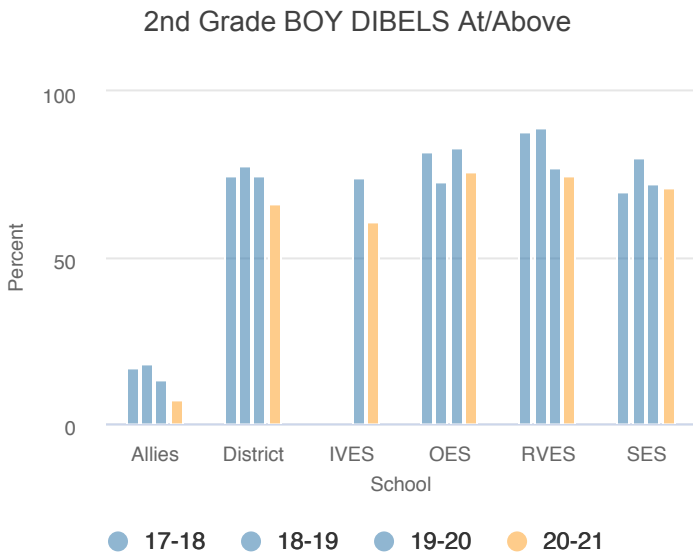
PZ DIBELS BOY 4th

Projects 1.8.3 DIBELS

4th Grade BOY DIBELS At/Above

Legend: ● 17-18 ● 18-19 ● 19-20 ● 20-21
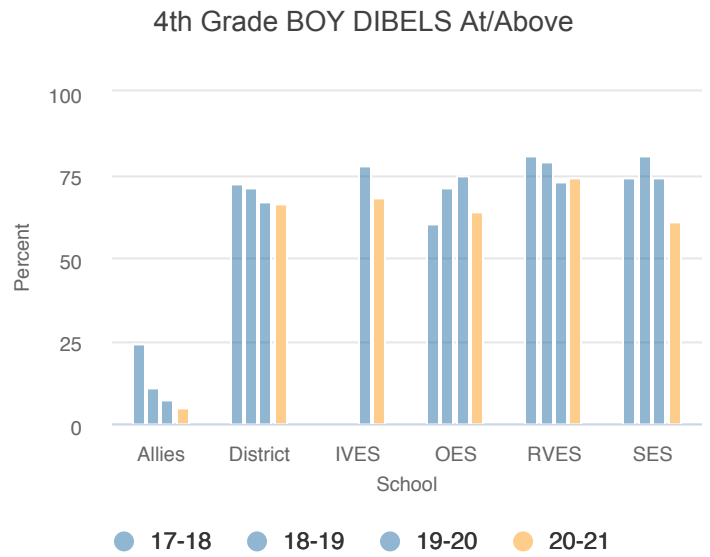
PZ DIBELS BOY 5th

Projects 1.8.3 DIBELS

5th Grade BOY DIBELS At/Above

Legend: 17-18, 18-19, 19-20, 20-21

IVES Star 360 Fall 2020

Projects 1.8.4 Star 360

IVES

Legend: Reading, Math
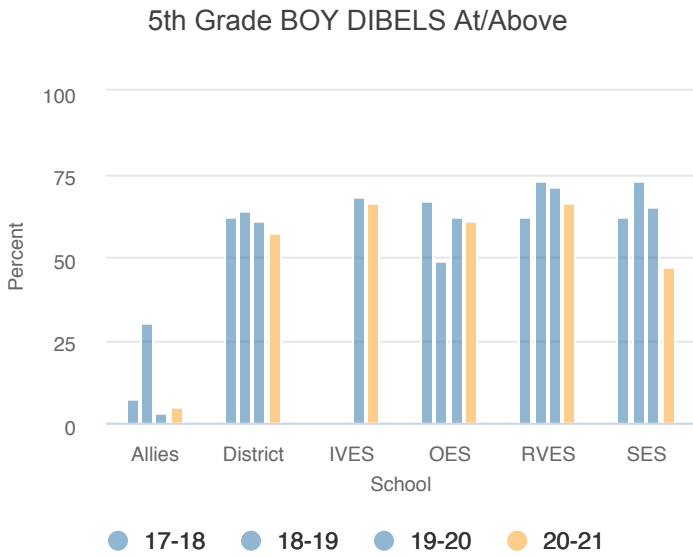
ALLIES Star 360 Fall 2020

Projects 1.8.4 Star 360

ALLIES

Legend: Reading, Math
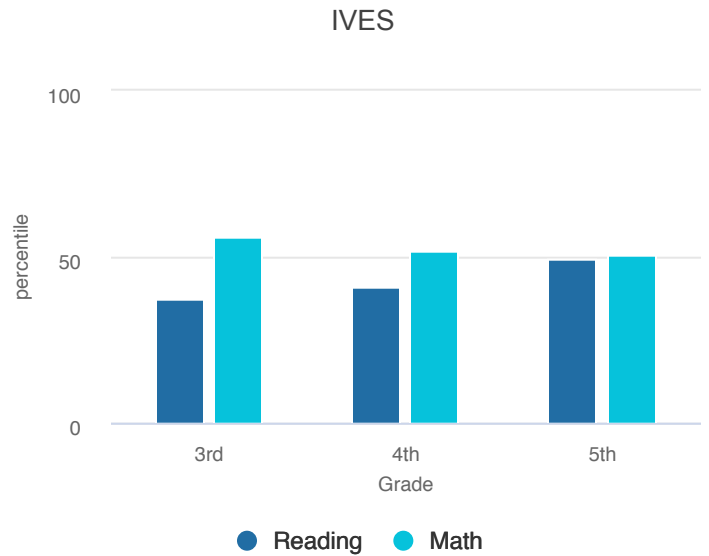
OES Star 360 Fall 2020

Projects 1.8.4 Star 360

OES

Legend: Reading, Math
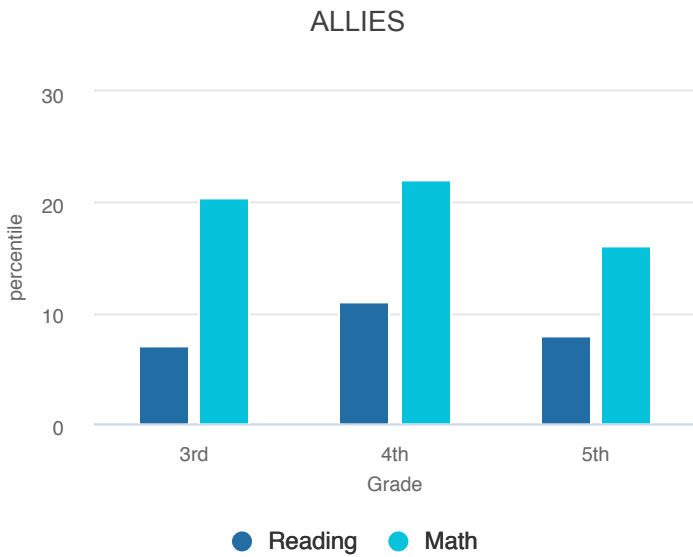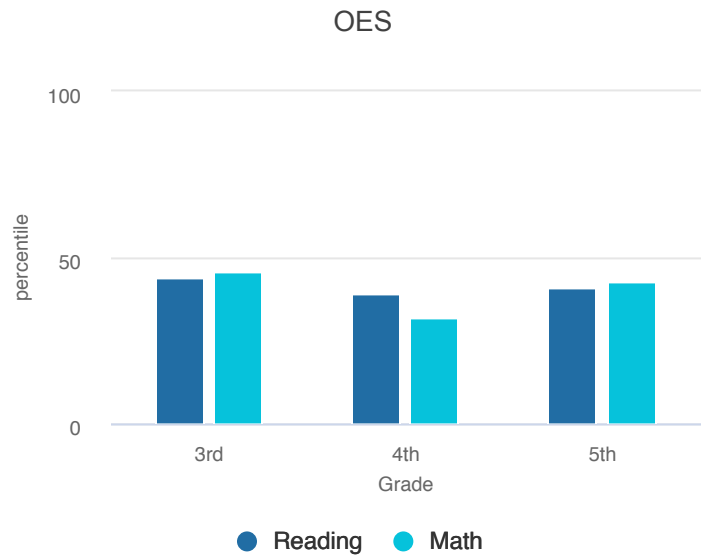
RVES Star 360 Fall 2020

Projects 1.8.4 Star 360

RVES
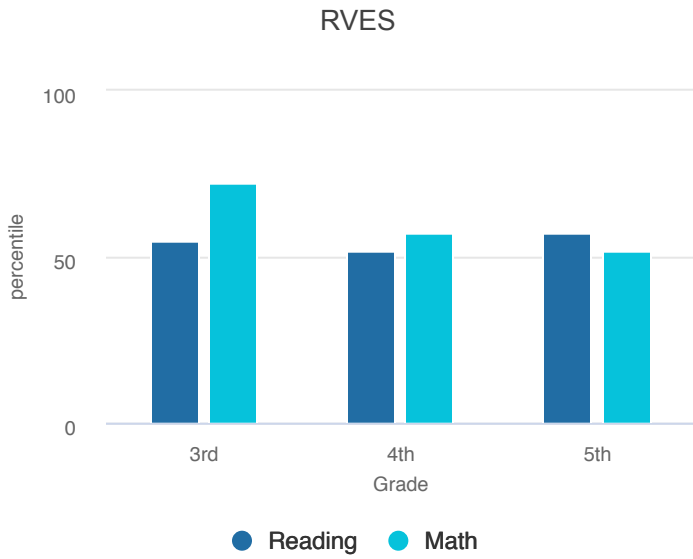
SMS Star 360 Fall 2020

Projects 1.8.4 Star 360

SMS
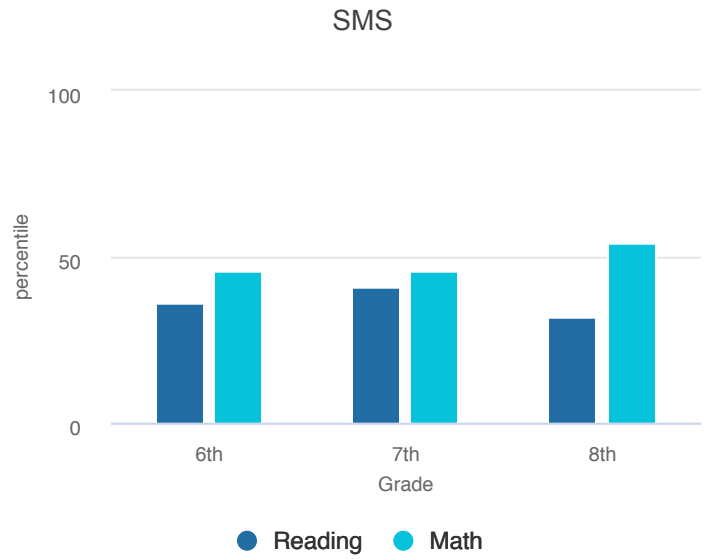
SES Star 360 Fall 2020

Projects 1.8.4 Star 360

SES
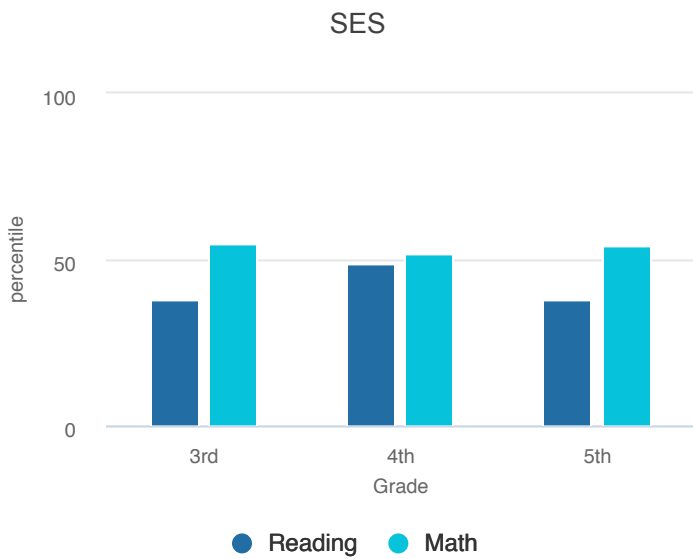
PZ SAT EBRW

Projects 1.8.5 SAT
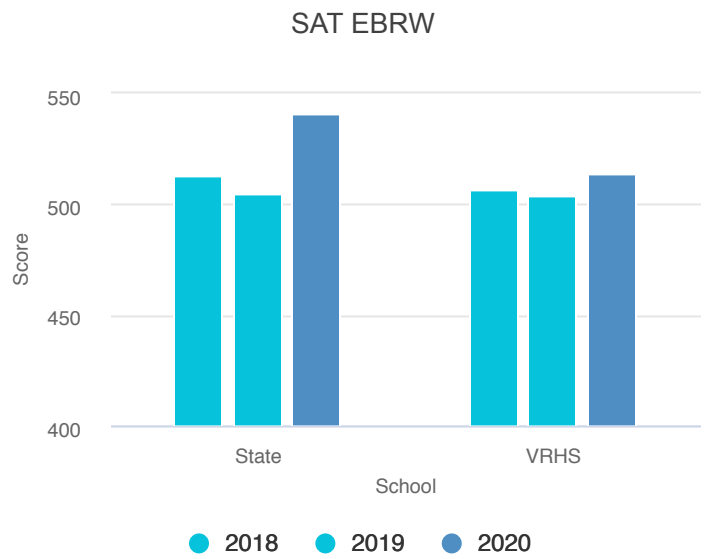
SAT EBRW

Due to COVID 2020 numbers of students taking SAT varied greatly from previous years. While VRHS had a larger percentage than most take the exam the state as a whole had far less students taking the test, 2018 and 2019 had 60k+ participants but 2020 only has roughly 16k.

PZ SAT Math

Projects 1.8.5 SAT

SAT Math
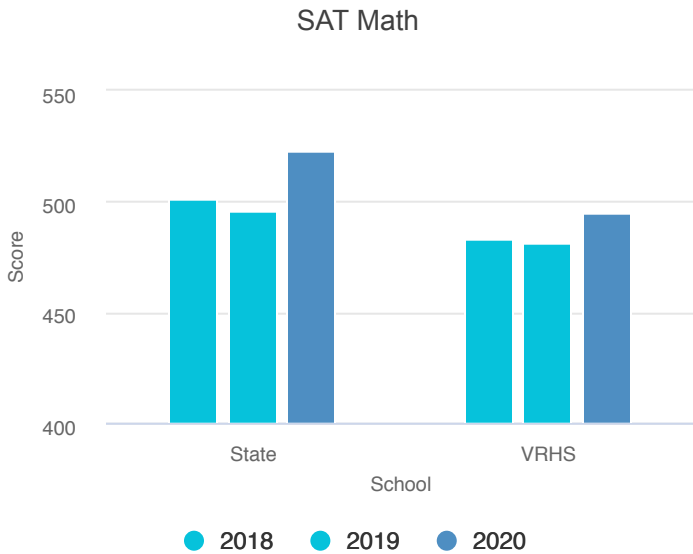

Due to COVID 2020 numbers of students taking SAT varied greatly from previous years. While VRHS had a larger percentage than most take the exam the state as a whole had far less students taking the test, 2018 and 2019 had 60k+ participants but 2020 only has roughly 16k.

PZ AP 2020

Projects 1.8.6 AP Scores

AP Percent 3+
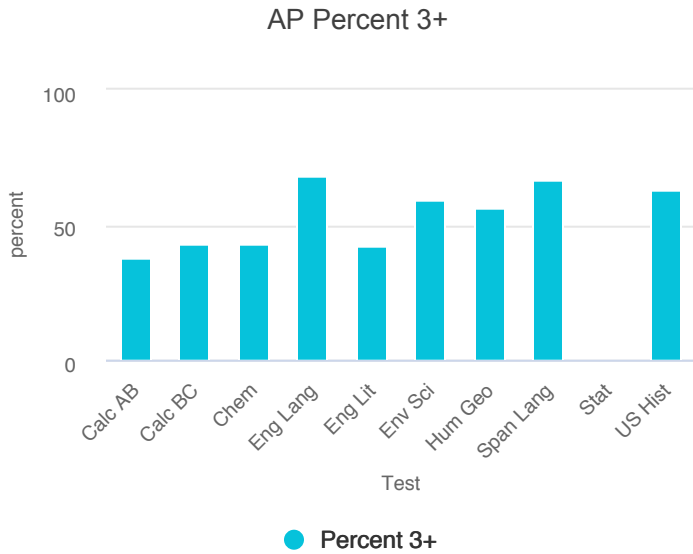
Lexia (end of September 2020) ALLIES

Projects 1.8.7 Lexia

Lexia percent below (end of September) ALLIES
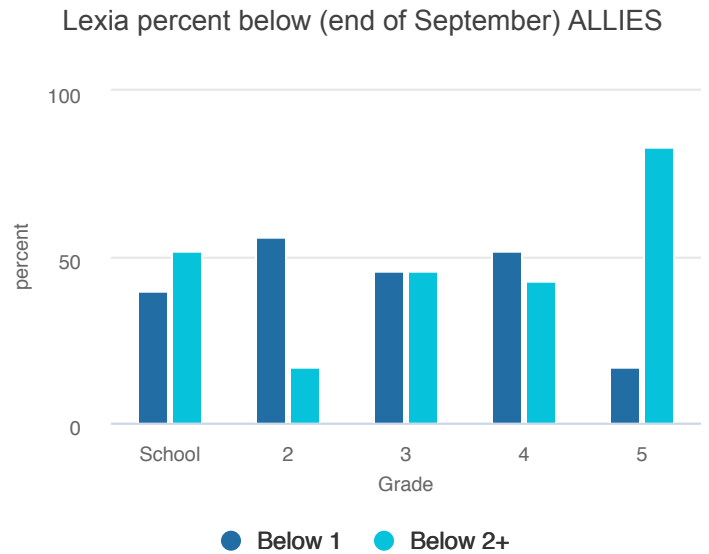
Lexia (end of September 2020) IVES

Projects 1.8.7 Lexia

Lexia percent below (end of September) IVES
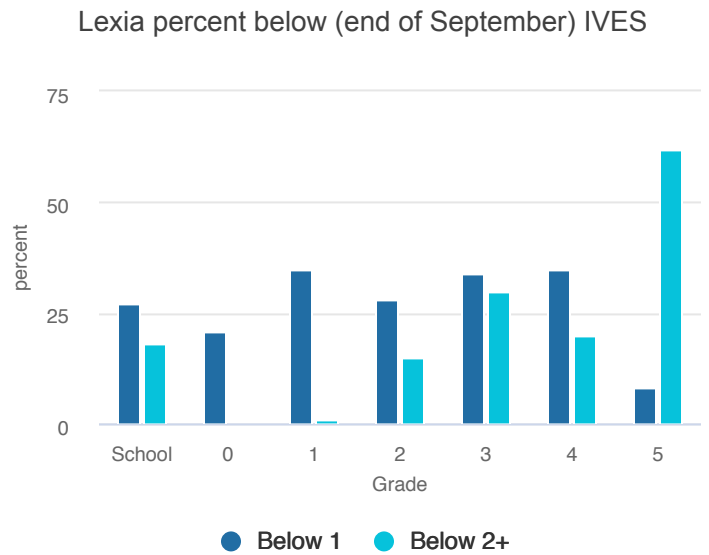
Lexia (end of September 2020) OES

Projects 1.8.7 Lexia

Lexia percent below (end of September) OES

● Below 1   ● Below 2+
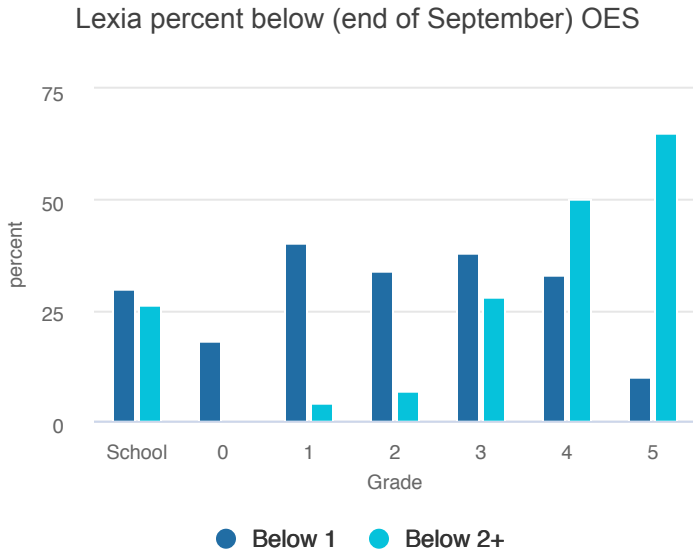
Lexia (end of September 2020) SES

Projects 1.8.7 Lexia

Lexia percent below (end of September) SES

● Below 1   ● Below 2+
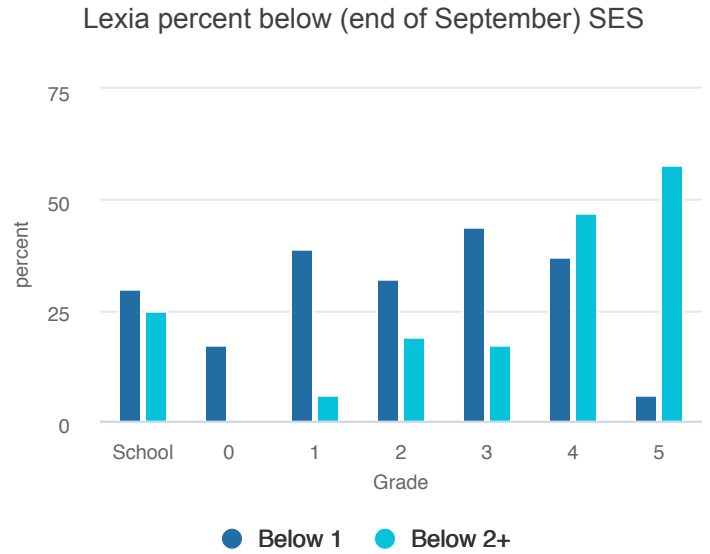
Lexia (end of September 2020) RVES

Projects 1.8.7 Lexia

Lexia percent below (end of September) RVES

● Below 1   ● Below 2+
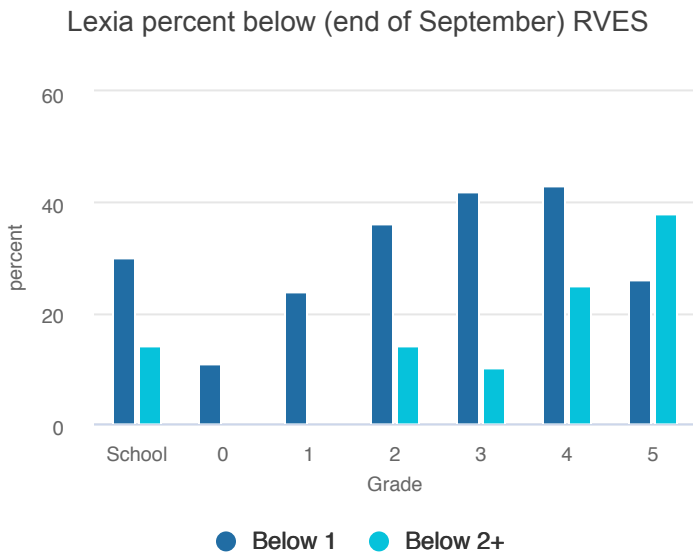
Action Plans 1.9   🗨   Progress 0%

Spring 2021 POWER Zone BOE Performance Report - Narrative Summary:

The POWER Zone is proud of the tremendous amount of hard work and dedication our staff, students, and families have given this past academic year. Through some of the most difficult times in modern history our stakeholders have banded together to give our students the best educational experiences possible given the realistic constraints we have been faced with over the past 15 months.

We are seeing academic growth occurring across most elementary schools and our middle school as evidenced by Acadience and/or STAR 360 nationally normed assessment data.   However, we are also certainly seeing decreased average growth overall this year from beginning of year to middle of year scores in comparison to prior years. In fact, on average, we are experiencing about half the beginning of year to middle of year growth than we historically experience. While we have few questions as to why this is occurring we have many action steps that are being put into place to help ensure we are able to remediate this loss in academic growth, as well as social emotional growth, as effectively and efficiently as possible.

Please review the action steps listed below to get an idea of just some of the additional steps our schools either have already implemented, or will be implementing, in response to student learning loss.

Action Steps:

- Increased focus on phonemic awareness and phonics instruction

- Increased Instructional Coaching around phonics

- Increased 1:1 intervention support

- Increased Focus on READ Camp

- 4th & 5th Grade Summer Academy

- Small Group Tutoring

- Summer Academic Challenges

- Increased personnel support in 21-22 transition classrooms

- After School Tutoring

- Coordinated Pikes Peak Library District Activities

- 6th-8th Grade Summer READ and Math Camps

- Increased Credit Recovery opportunities with increased tutoring support at VRHS

- ELA and Math Lab courses at VRHS

- Increased access to social emotional supports

- Increased staff training around Trauma Informed Care

Presented below is each school with updated middle of year benchmarking data. VRHS does not have middle of year benchmarking data and beginning of the year PSAT and SAT scores were included in this report as well.

Owner: Dan Snowberger

Projects: 7

Projects 1.9.1

Ongoing - Ongoing   Status Pending

ALLIES

Owner: Dan Snowberger

Projects 1.9.2

Ongoing - Ongoing   Status Pending

IVES

Owner: Dan Snowberger

Projects 1.9.3

Ongoing - Ongoing   Status Pending

OES

Owner: Dan Snowberger

Projects 1.9.4

Ongoing - Ongoing   Status Pending

RVES

Owner: Dan Snowberger

Projects 1.9.5

Ongoing - Ongoing   Status Pending

SES

Owner: Dan Snowberger

Projects 1.9.6

Ongoing - Ongoing   Status Pending

SMS

Owner: Dan Snowberger

Projects 1.9.7

Ongoing - Ongoing   Status Pending

VRHS

Owner: Dan Snowberger

BOE Spring 21 DIBELS ALLIES 2nd

Projects 1.9.1 ALLIES

DIBELS BOY/MOY Percent At/Above ALLIES 2nd Grade

Percent At/Above (y-axis), Year (x-axis)

Legend: ● BOY ● MOY
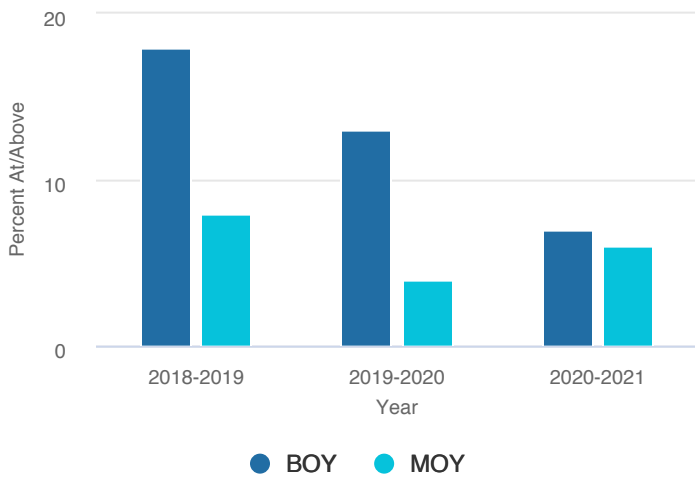
BOE Spring 21 DIBELS ALLIES 3rd

Projects 1.9.1 ALLIES

DIBELS BOY/MOY Percent At/Above ALLIES 3rd Grade

Percent At/Above (y-axis), Year (x-axis)

Legend: ● BOY ● MOY

BOE Spring 21 DIBELS ALLIES 4th

Projects 1.9.1 ALLIES

DIBELS BOY/MOY Percent At/Above ALLIES 4th Grade

Legend: BOY, MOY
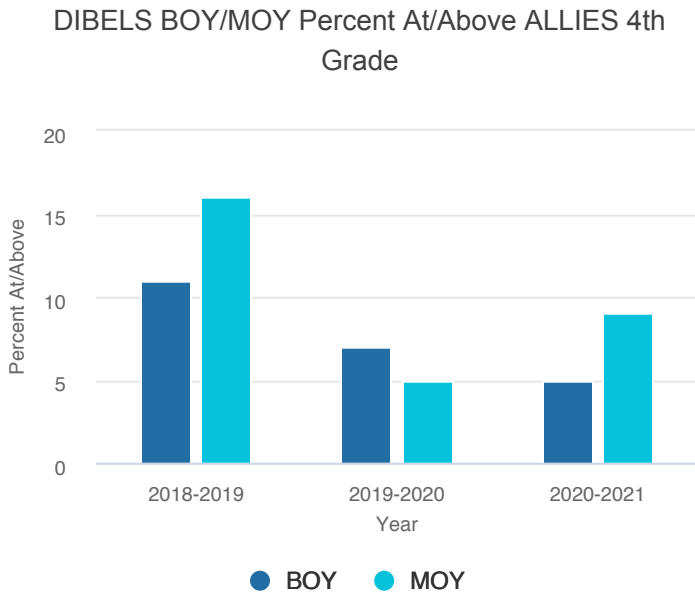
BOE Spring 21 DIBELS ALLIES 5th

Projects 1.9.1 ALLIES

DIBELS BOY/MOY Percent At/Above ALLIES 5th Grade

Legend: BOY, MOY

BOE Star 360 Reading Median Achievement Percentile ALLIES

Projects 1.9.1 ALLIES

Legend: Fall, Winter

BOE Star 360 Reading Median Growth Percentile ALLIES

Projects 1.9.1 ALLIES

Legend: Growth

BOE Star 360 Math Median Achievement Percentile ALLIES

Projects 1.9.1 ALLIES

BOE Star 360 Math Median Growth Percentile ALLIES
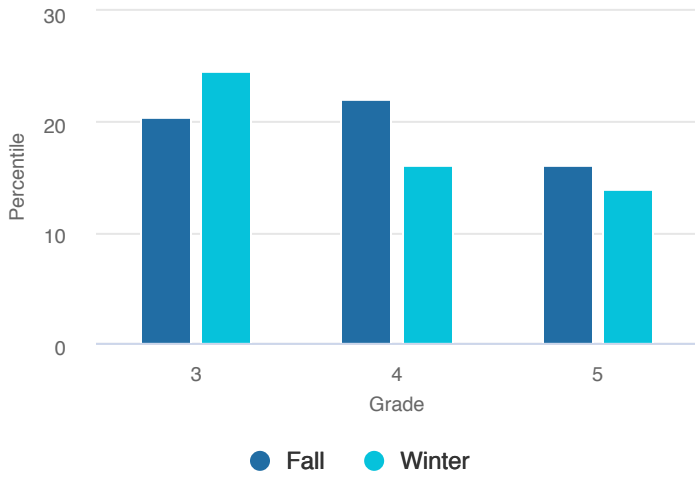
Projects 1.9.1 ALLIES
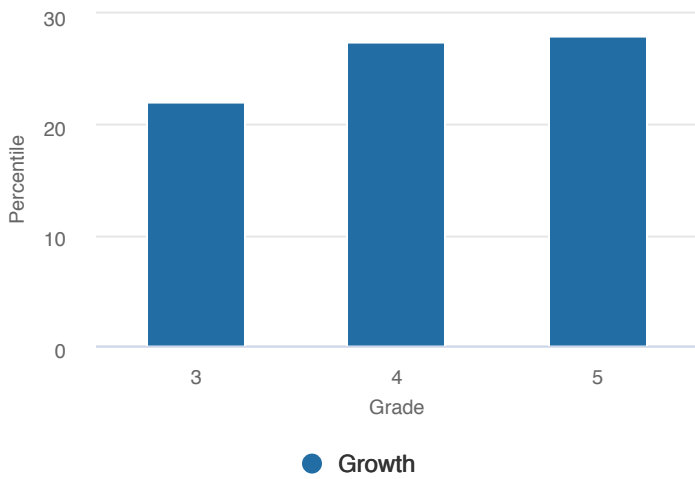
BOE Spring 21 DIBELS IVES K

Projects 1.9.2 IVES
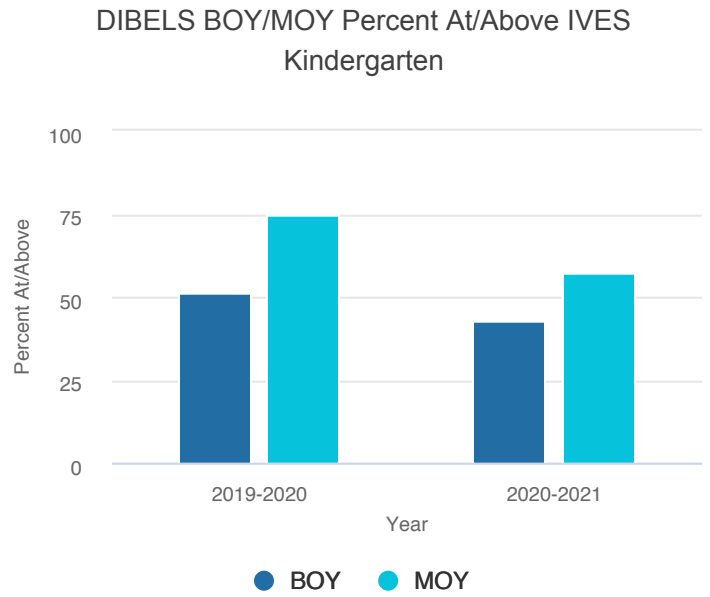
BOE Spring 21 DIBELS IVES 1st

Projects 1.9.2 IVES

BOE Spring 21 DIBELS IVES 2nd

Projects 1.9.2 IVES

DIBELS BOY/MOY Percent At/Above IVES 2nd Grade

BOY   MOY
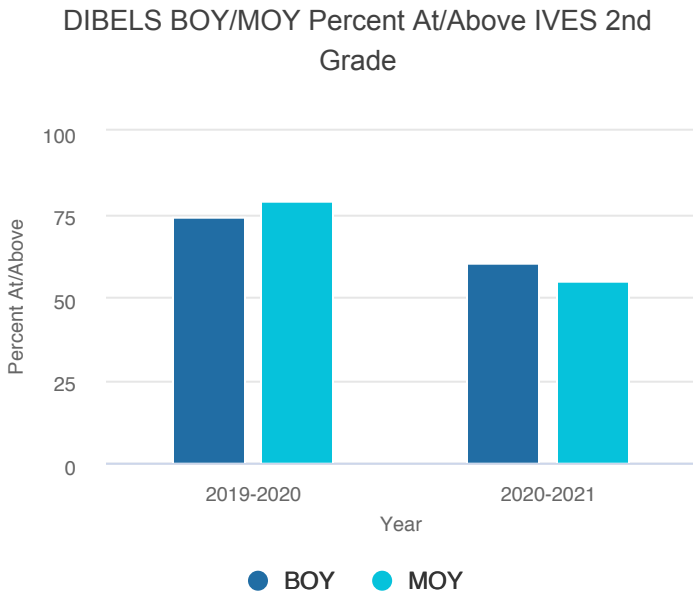
BOE Spring 21 DIBELS IVES 4th

Projects 1.9.2 IVES

DIBELS BOY/MOY Percent At/Above IVES 4th Grade

BOY   MOY
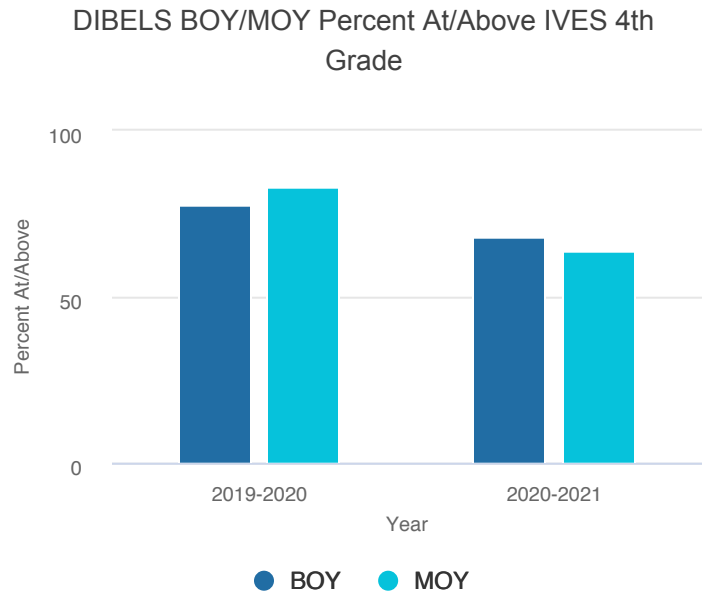
BOE Spring 21 DIBELS IVES 3rd

Projects 1.9.2 IVES

DIBELS BOY/MOY Percent At/Above IVES 3rd Grade

BOY   MOY
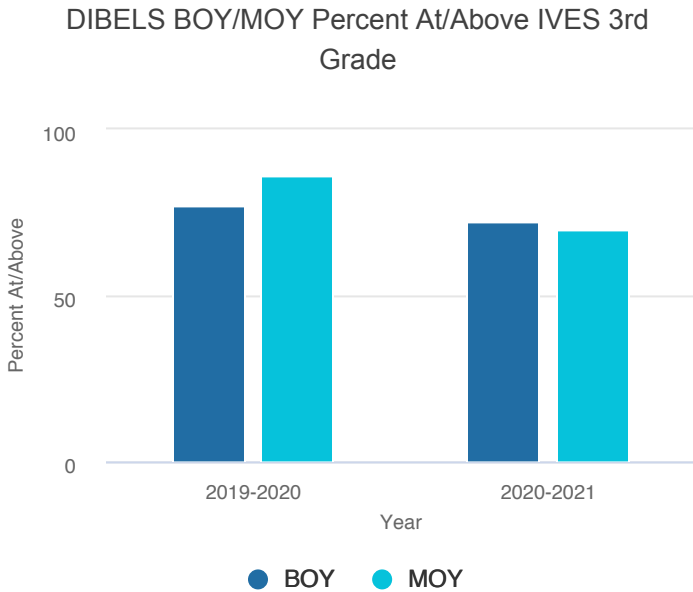
BOE Spring 21 DIBELS IVES 5th

Projects 1.9.2 IVES
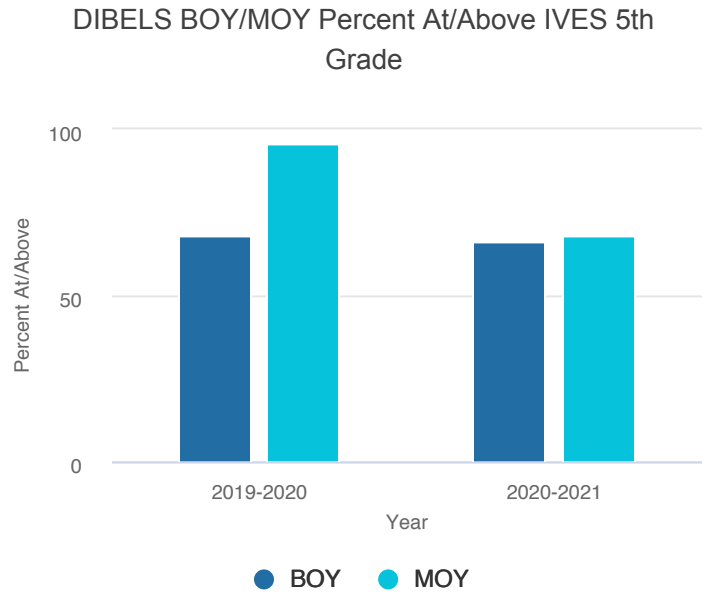
DIBELS BOY/MOY Percent At/Above IVES 5th Grade

BOY   MOY

BOE Star 360 Reading Median Achievement Percentile IVES

Projects 1.9.2 IVES

- ● Fall
- ● Winter

BOE Star 360 Math Median Achievement Percentile IVES

Projects 1.9.2 IVES

- ● Fall
- ● Winter
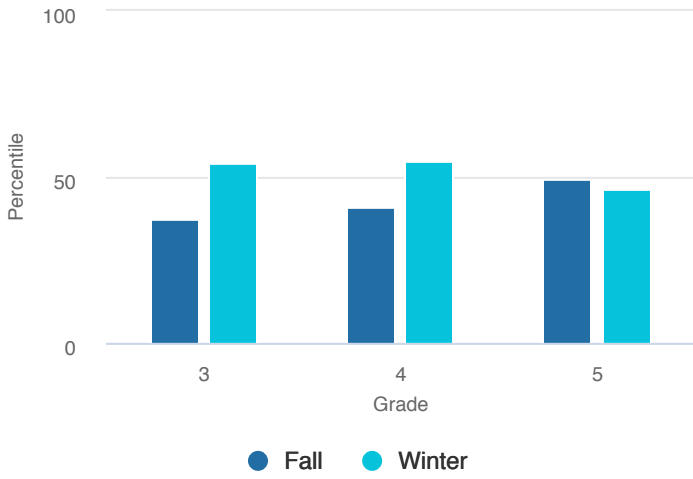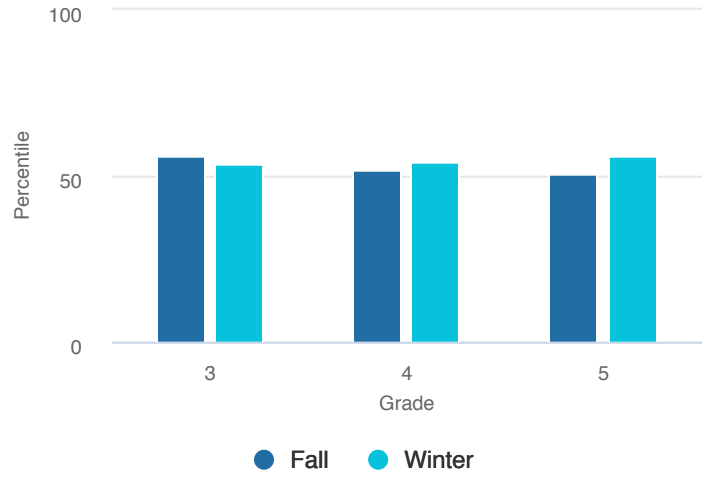
BOE Star 360 Reading Median Growth Percentile IVES

Projects 1.9.2 IVES
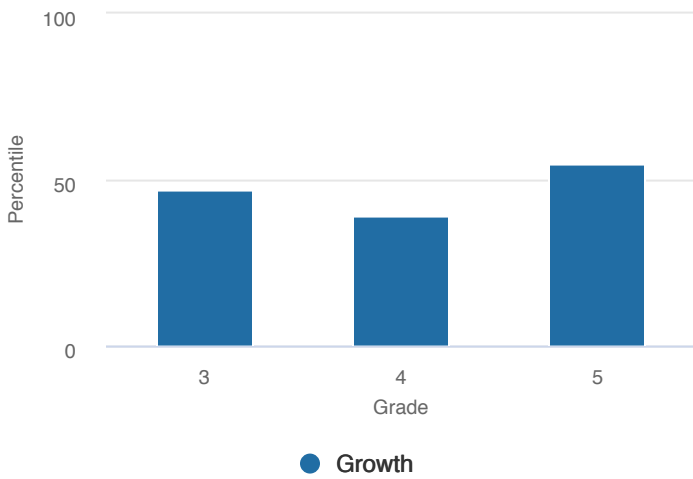
- ● Growth

BOE Star 360 Math Median Growth Percentile IVES

Projects 1.9.2 IVES

- ● Growth
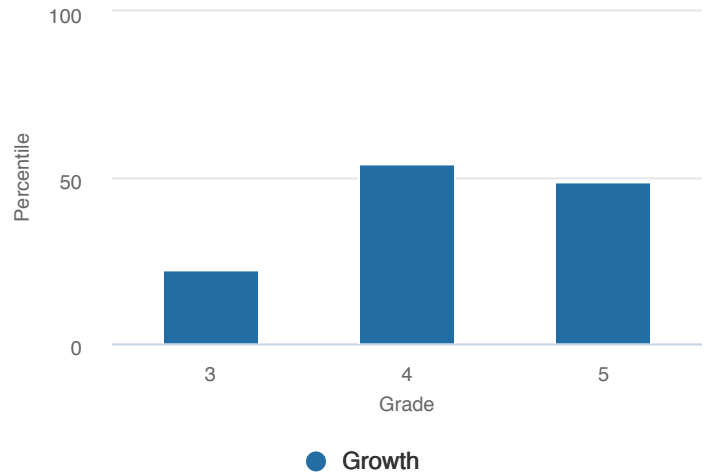
BOE Spring 21 DIBELS OES K

Projects 1.9.3 OES

DIBELS BOY/MOY Percent At/Above OES Kindergarten
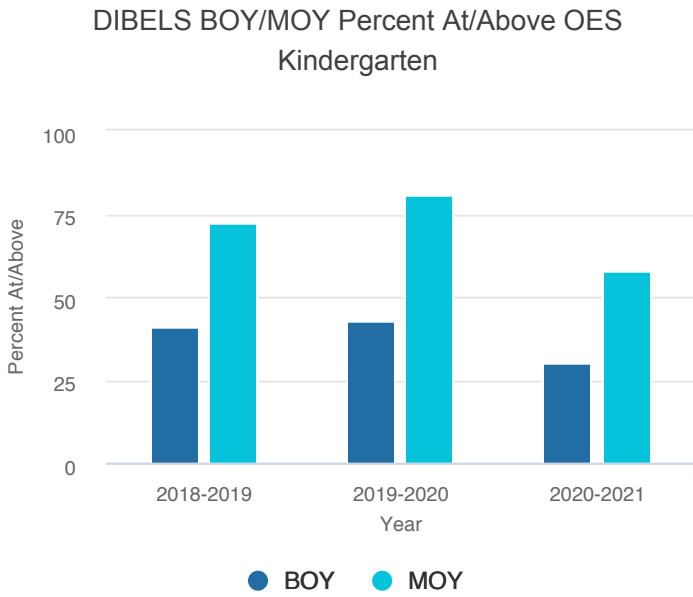
BOE Spring 21 DIBELS OES 2nd

Projects 1.9.3 OES

DIBELS BOY/MOY Percent At/Above OES 2nd Grade
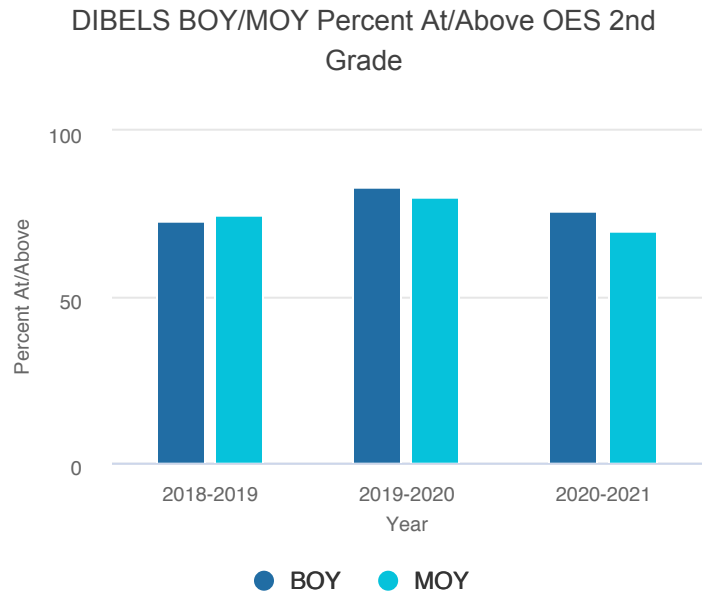
BOE Spring 21 DIBELS OES 1st

Projects 1.9.3 OES

DIBELS BOY/MOY Percent At/Above OES 1st Grade
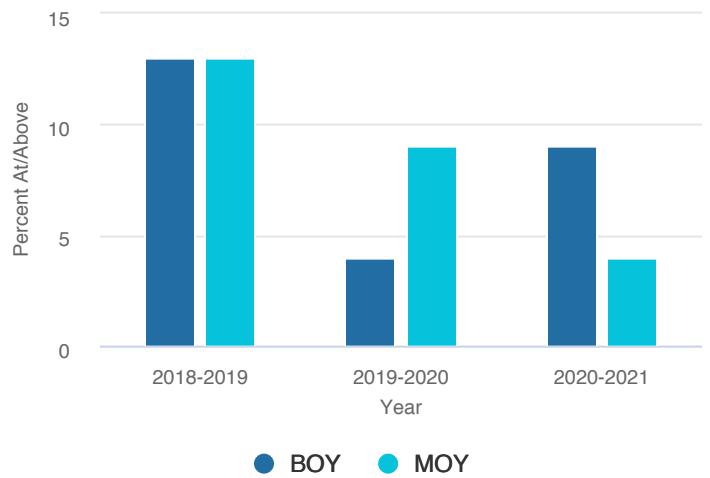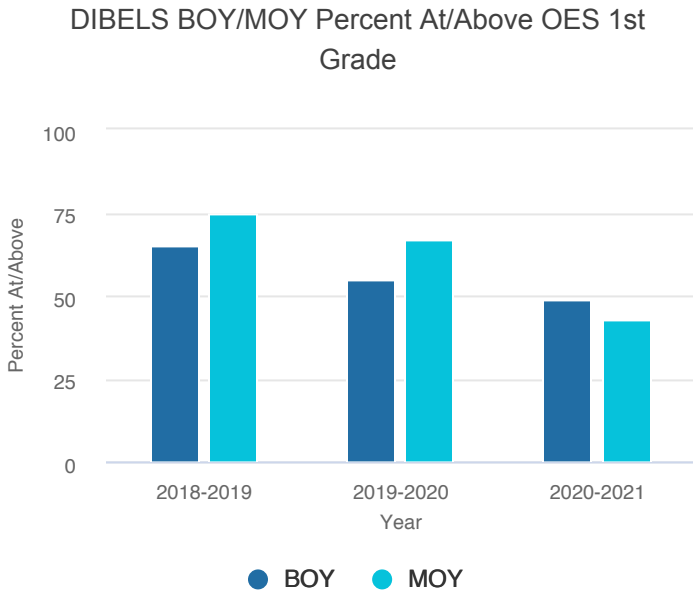

BOE Spring 21 DIBELS OES 3rd

Projects 1.9.3 OES

DIBELS BOY/MOY Percent At/Above OES 3rd Grade
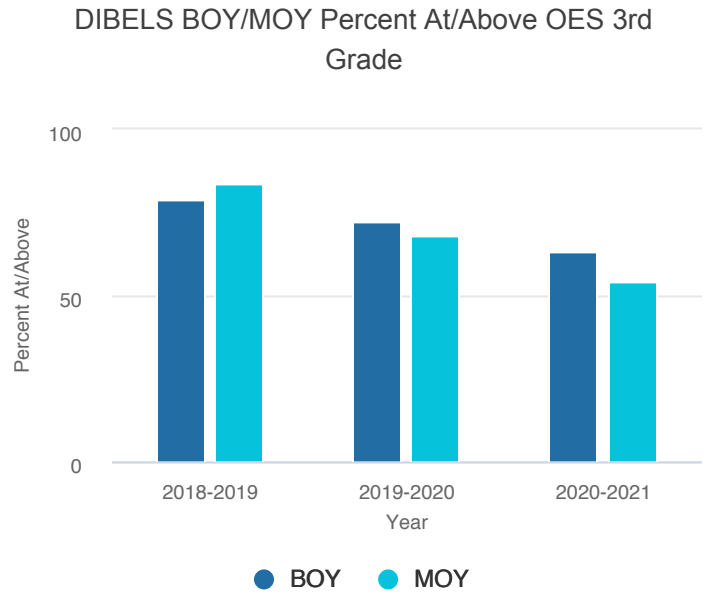
BOE Spring 21 DIBELS OES 4th

Projects 1.9.3 OES

DIBELS BOY/MOY Percent At/Above OES 4th Grade

Legend: ● BOY ● MOY

BOE Star 360 Reading Median Achievement Percentile OES

Projects 1.9.3 OES

Legend: ● Fall ● Winter

BOE Spring 21 DIBELS OES 5th

Projects 1.9.3 OES

DIBELS BOY/MOY Percent At/Above OES 5th Grade

Legend: ● BOY ● MOY

BOE Star 360 Reading Median Growth Percentile OES

Projects 1.9.3 OES

Legend: ● Growth
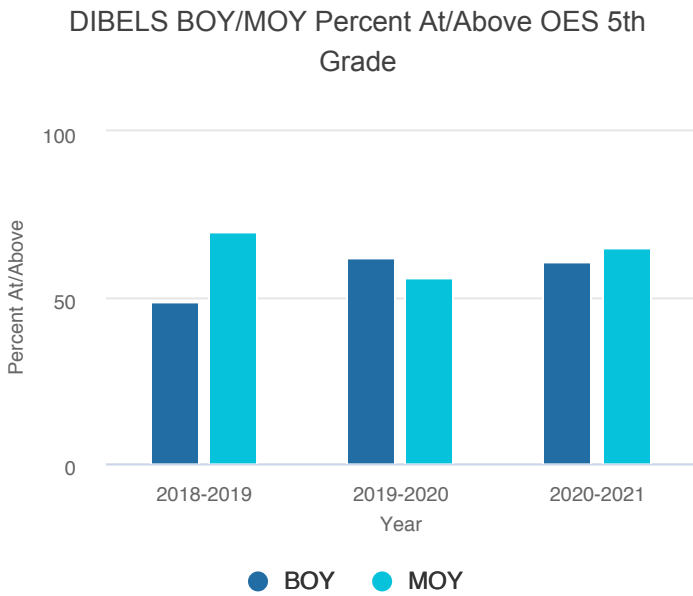
BOE Star 360 Math Median Achievement Percentile OES

Projects 1.9.3 OES

BOE Star 360 Math Median Growth Percentile OES
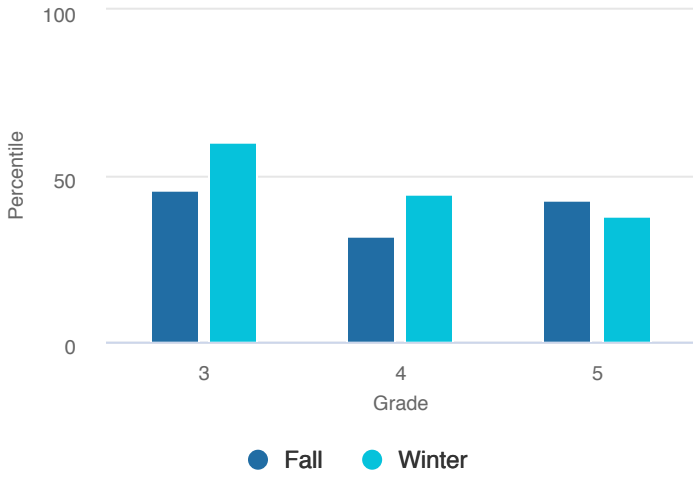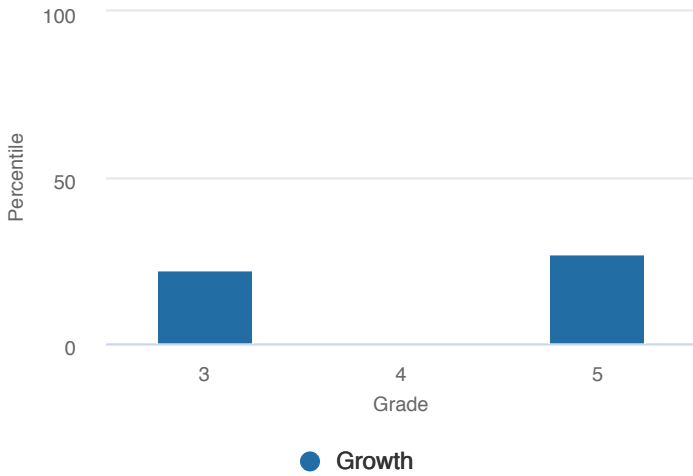
Projects 1.9.3 OES

BOE Spring 21 DIBELS RVES K

Projects 1.9.4 RVES
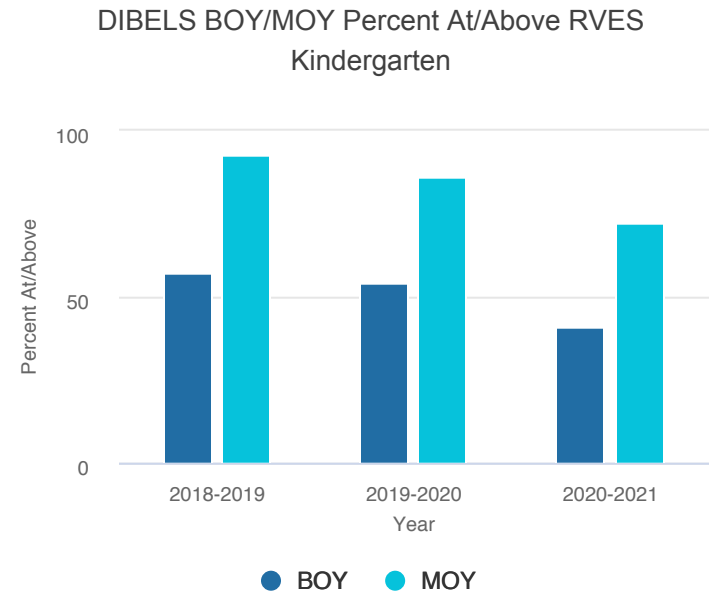
BOE Spring 21 DIBELS RVES 1st

Projects 1.9.4 RVES
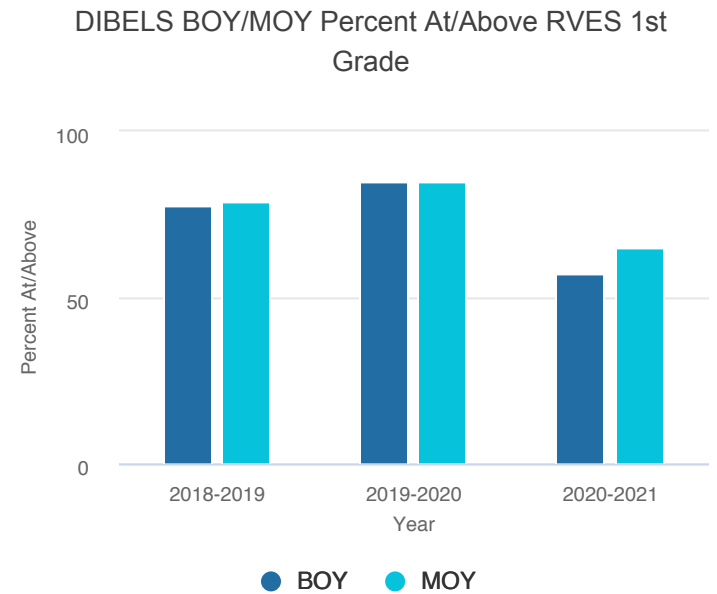
BOE Spring 21 DIBELS RVES 2nd

Projects 1.9.4 RVES

DIBELS BOY/MOY Percent At/Above RVES 2nd Grade
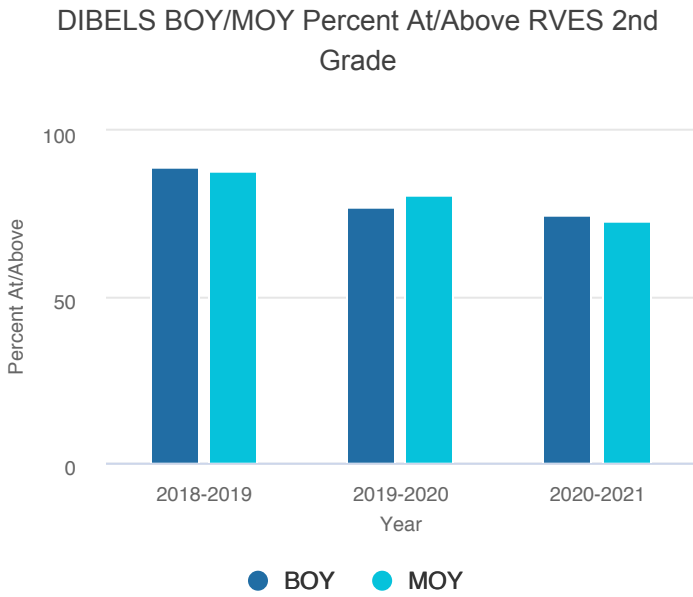
BOE Spring 21 DIBELS RVES 4th

Projects 1.9.4 RVES

DIBELS BOY/MOY Percent At/Above RVES 4th Grade
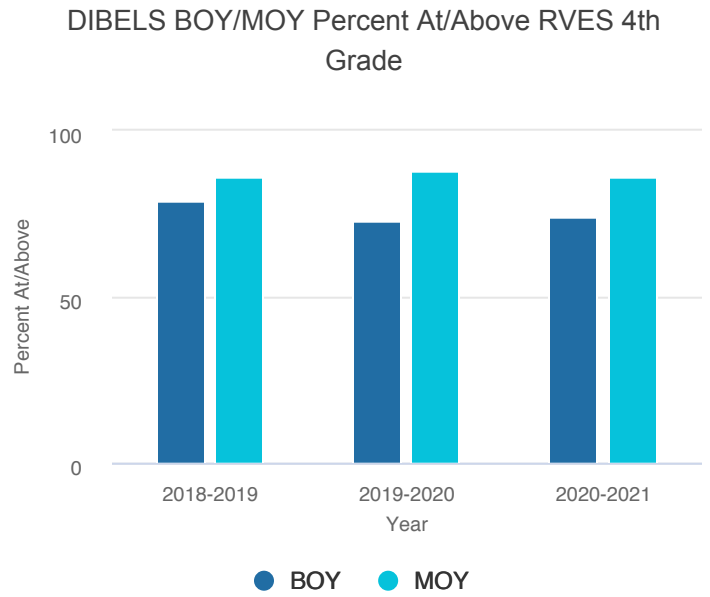
BOE Spring 21 DIBELS RVES 3rd

Projects 1.9.4 RVES

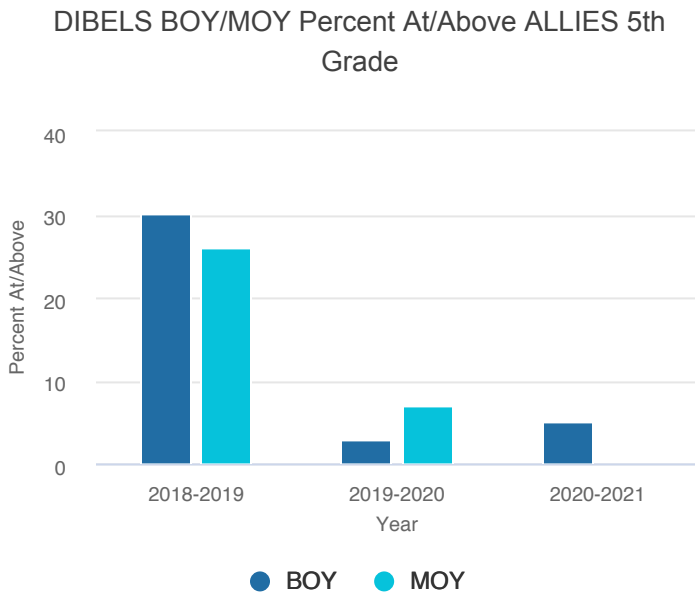### DIBELS BOY/MOY Percent At/Above RVES 3rd Grade
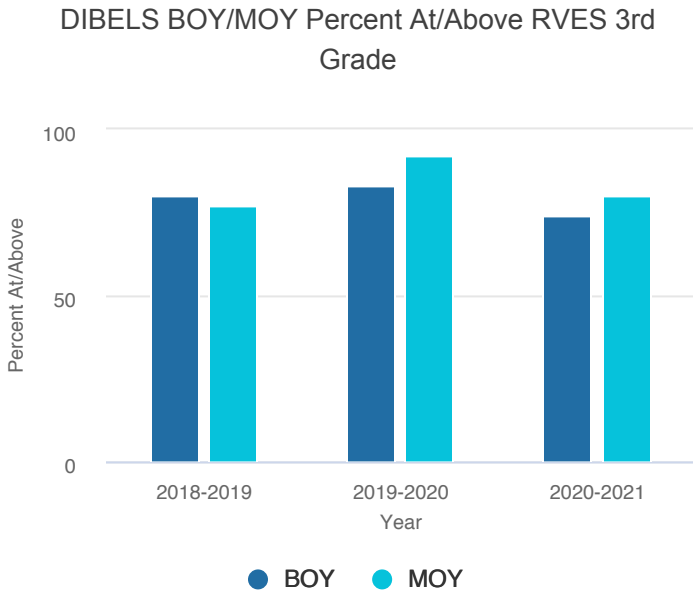
BOE Spring 21 DIBELS RVES 5th

Projects 1.9.4 RVES

DIBELS BOY/MOY Percent At/Above RVES 5th Grade
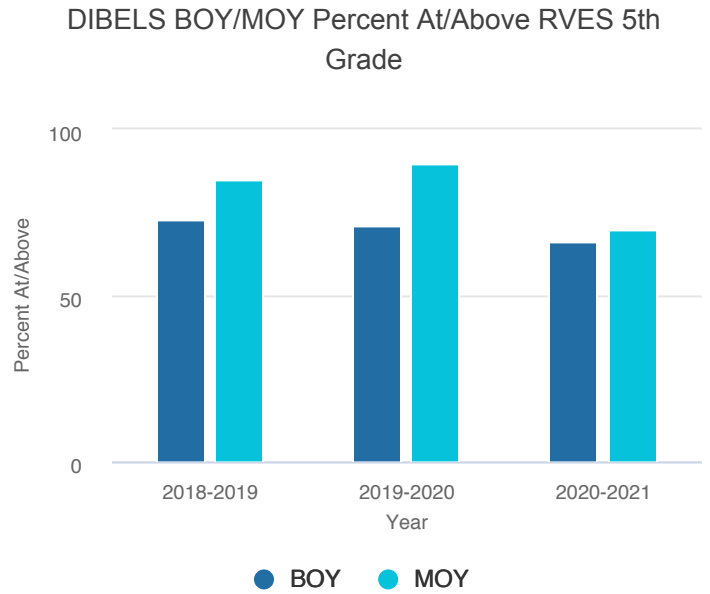
BOE Star 360 Reading Median Achievement Percentile RVES

Projects 1.9.4 RVES

BOE Star 360 Math Median Achievement Percentile RVES
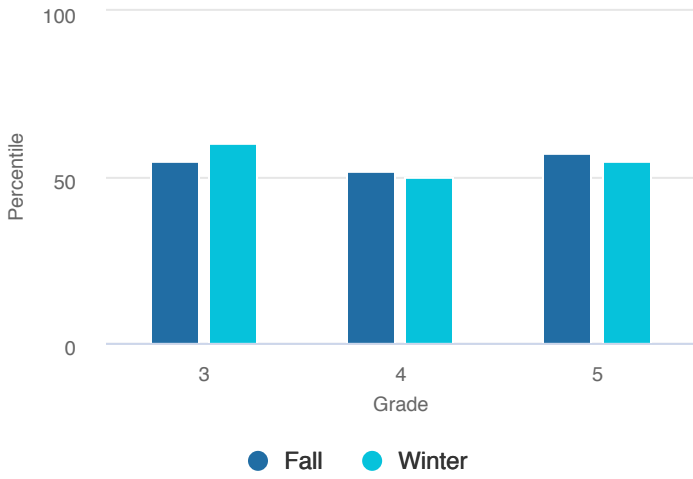
Projects 1.9.4 RVES
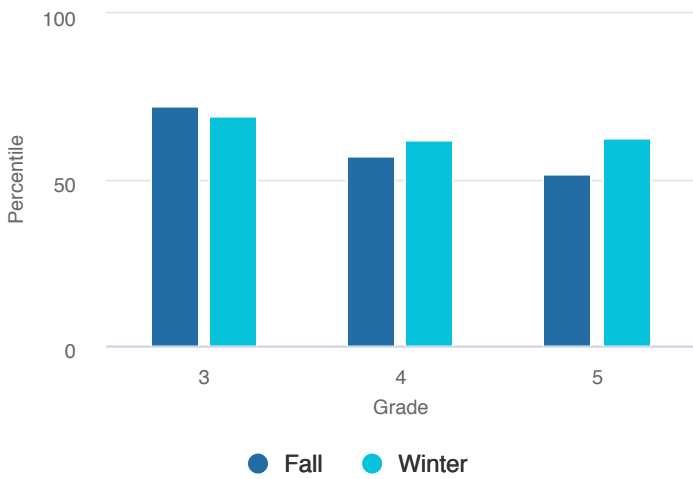
BOE Spring 21 DIBELS SES K

Projects 1.9.5 SES

DIBELS BOY/MOY Percent At/Above SES Kindergarten
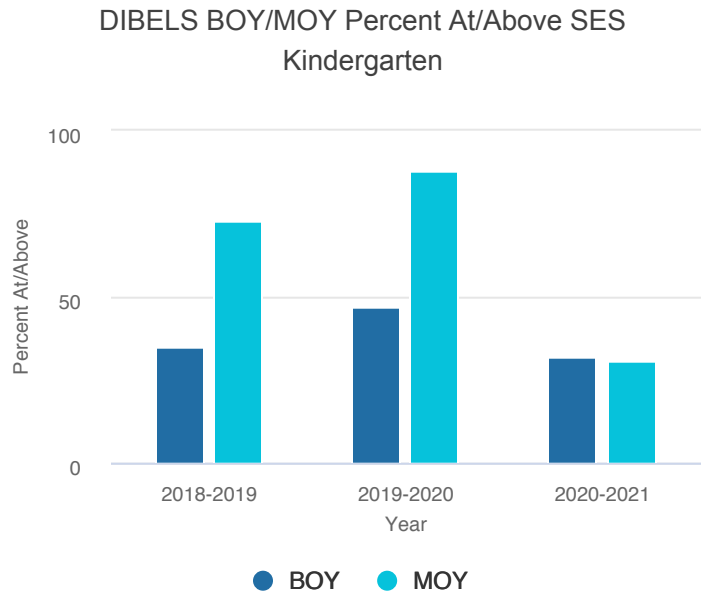
BOE Spring 21 DIBELS SES 1st

Projects 1.9.5 SES

DIBELS BOY/MOY Percent At/Above SES 1st Grade
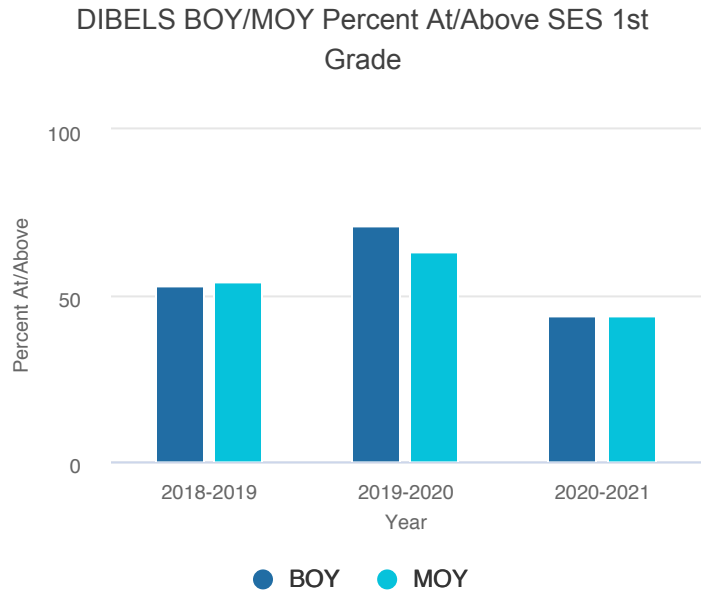
BOE Spring 21 DIBELS SES 2nd

Projects 1.9.5 SES

DIBELS BOY/MOY Percent At/Above SES 2nd Grade
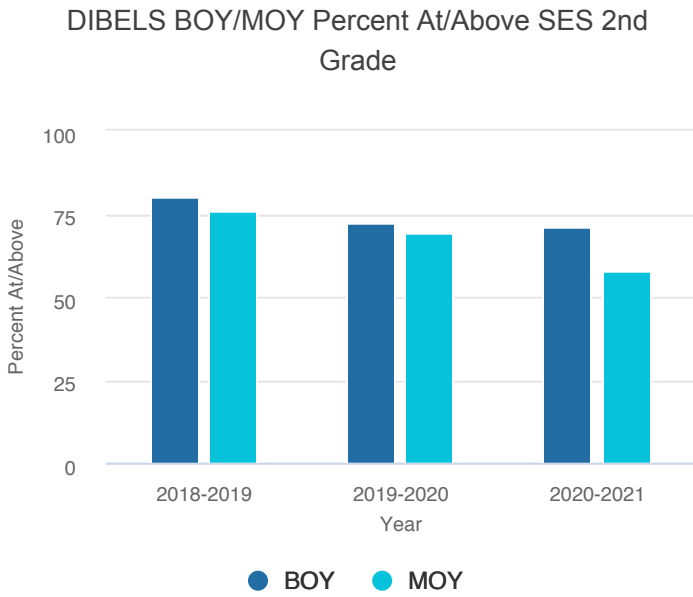
BOE Spring 21 DIBELS SES 4th

Projects 1.9.5 SES

DIBELS BOY/MOY Percent At/Above SES 4th Grade
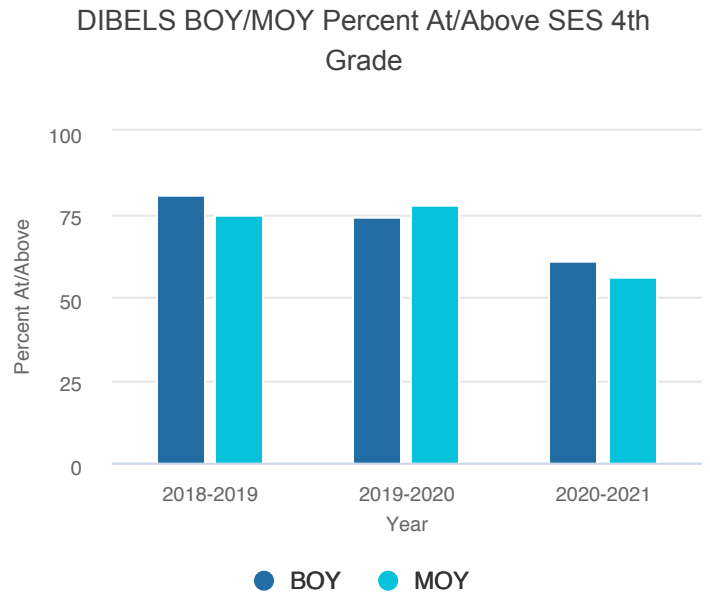
BOE Spring 21 DIBELS SES 3rd

Projects 1.9.5 SES

DIBELS BOY/MOY Percent At/Above SES 3rd Grade
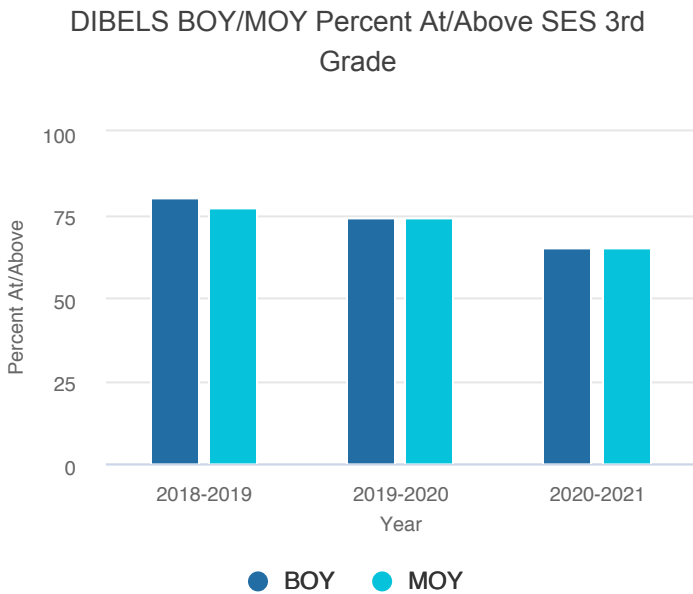
BOE Spring 21 DIBELS SES 5th

Projects 1.9.5 SES
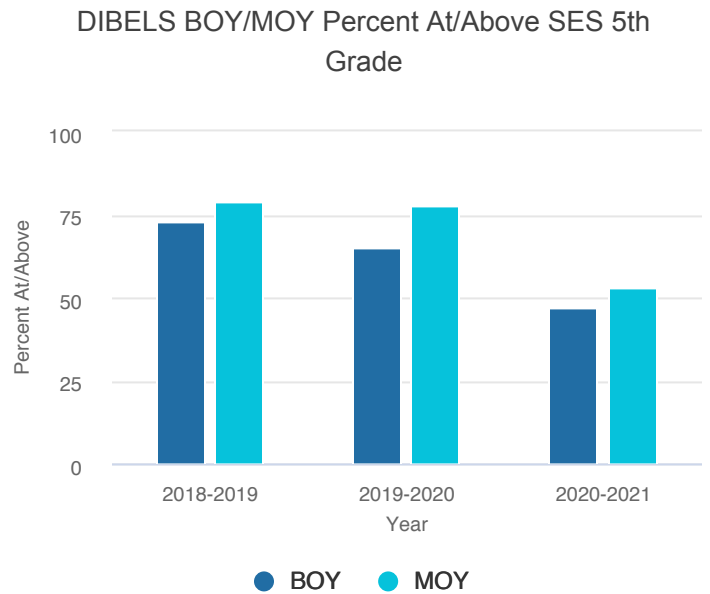
DIBELS BOY/MOY Percent At/Above SES 5th Grade

BOE Star 360 Reading Median Achievement Percentile SES

Projects 1.9.5 SES

● Fall   ● Winter

BOE Star 360 Reading Median Achievement Percentile SMS

Projects 1.9.6 SMS

● Fall   ● Winter

BOE Star 360 Math Median Achievement Percentile SES

Projects 1.9.5 SES

● Fall   ● Winter
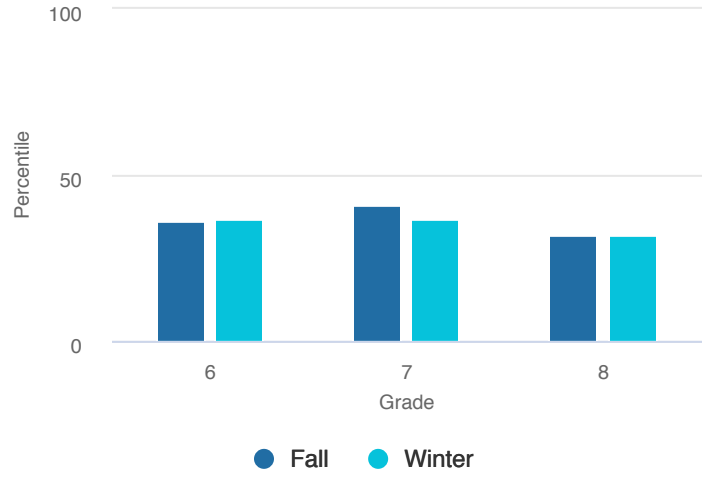
BOE Star 360 Reading Median Growth Percentile SMS

Projects 1.9.6 SMS

● Growth

BOE Star 360 Math Median Achievement Percentile SMS

Projects 1.9.6 SMS

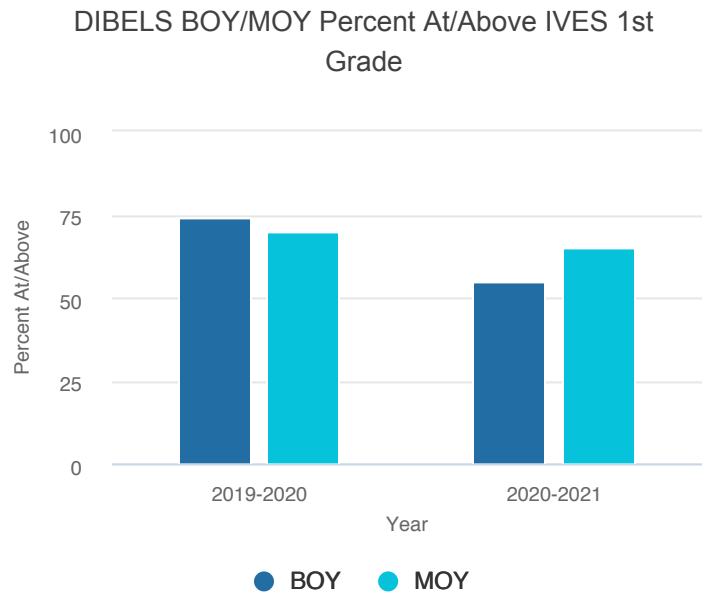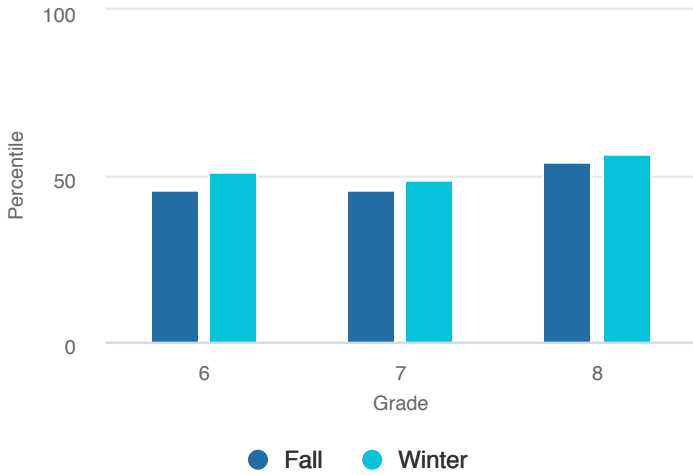## BOE Star 360 Math Median Growth Percentile SMS
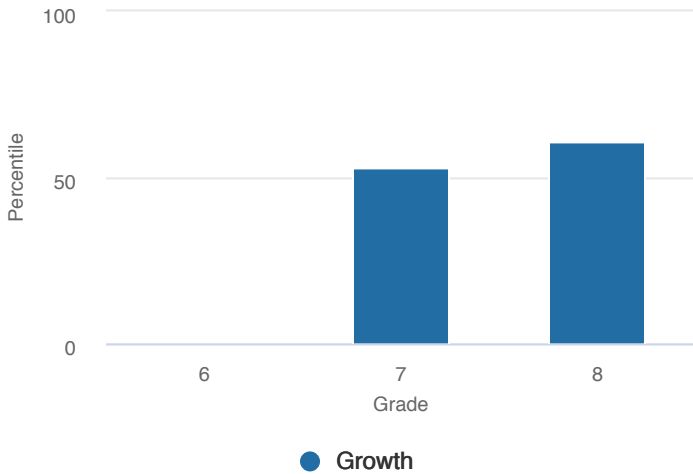
Projects 1.9.6 SMS

PZ SAT EBRW

Projects 1.9.7 VRHS
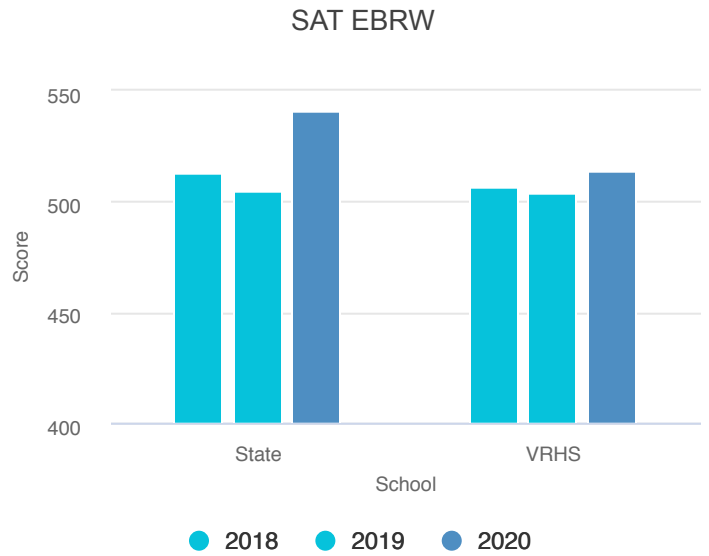
Due to COVID 2020 numbers of students taking SAT varied greatly from previous years. While VRHS had a larger percentage than most take the exam the state as a whole had far less students taking the test, 2018 and 2019 had 60k+ participants but 2020 only has roughly 16k.

PZ SAT Math

Projects 1.9.7 VRHS
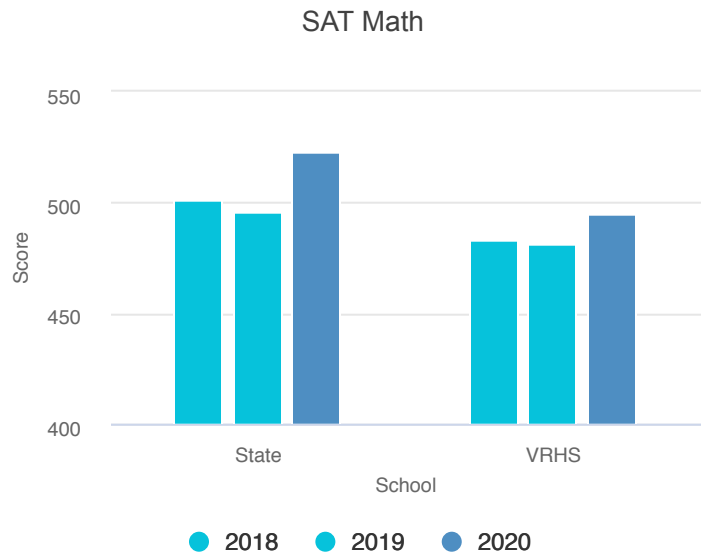
Due to COVID 2020 numbers of students taking SAT varied greatly from previous years. While VRHS had a larger percentage than most take the exam the state as a whole had far less students taking the test, 2018 and 2019 had 60k+ participants but 2020 only has roughly 16k.

School 2 Progress 15%

	%	#
● On Track	88.89	8
● Completed	11.11	1

Vista Ridge High School

School Overview- Vista Ridge High School is located in Eastern El Paso County in School District 49. We are a public high school serving approximately 1650 students in grades 9-12. At Vista Ridge High School, students are inspired to collaborate, learn, and grow through personalized learning opportunities that allow students to achieve mastery at individual paces, in individual pathways, and in all available learning spaces. 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 technology classes.

Vista Ridge High School is rated by the Colorado Department of Education as a "Performance" school and we are categorized as "Approaching" 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 and Math. However, we did not meet the state assessment participation rate of more than 95% for the 2019 CMAS assessment in Science.

Course Participation-

Advanced Placement (AP): Vista Ridge offers 12 Advanced Placement courses, some on a rotating schedule, some yearly. These offerings are provided in the following content areas: math, science, social studies, art, and English. Students are also permitted to take the AP assessment for content outside of what VR offers if they so choose.

Concurrent Enrollment (CE): Vista Ridge provides the opportunity for students to participate in concurrent enrollment courses. There are several courses offered on campus in a variety of content areas (social studies, math, & English). Students are also provided opportunities to take additional courses at Pikes Peak Community College (PPCC) or with other CE partners. These opportunities include traditional college courses as well as technical licensing programs such as cosmetology, auto mechanics, and welding. School District 49 does provide transportation for many students to attend off-site courses at one of the PPCC campuses.

Process and Stakeholder Involvement- The completed UIP document and accompanying data were presented to and reviewed by Wolf Council (school leadership including school administration on May 12, 2021, and formally presented to the Vista Ridge School Accountability Committee on May 12, 2021. Department chairs and building representatives were expected to disseminate the information to the remainder of the staff. An additional, final review will take place on September 8, 2021 with the School Accountability Committee.

Data Review and Identified Opportunities for Improvement - Vista Ridge High School had an overall Academic Achievement rating of Approaching, the same as 2017-2018 and 2018-2019. Academic Growth currently stands at Meet which is up from Approaching during the 2017-2018 school year.

Vista Ridge Academic Achievement scores; CO PSAT EBRW- Current score All Students Approaching, the same as 2017-2018. ELL Does Not Meet, no score 2017-2018. Free and Reduced Lunch Approaching, the same as 2017-2018. Minority Students Approaching, the same as 2017-2018. Students with Disabilities Does Not Meet, the same 2017-2018.

evaluation ratings for Elements 33, 36, and 39. School Climate and Safety impacts students missing foundational skills that are assessed through PSAT and SAT State Assessments, and this keeps us from achieving state average scores.

2) **Academic Performance** - We will provide an excellent learning environment for students by ensuring every classroom is an engaging classroom. We adhere to the framework of high-reliability schools (HRS) to continuously enhance teaching practices. Success will be measured by high levels of implementation of HRS 3, continual implementation of cooperative learning Kagan Strategies, and increased ratings on teachers' growth elements related to classroom strategies.   Academic Performance impacts students missing foundational skills that are assessed through PSAT and SAT State Assessments, and this keeps us from achieving state average scores.

3) **Personalized Learning** - We foster relevant learning with real-world application and a collaborative focus. We measure student success with tools like our student portfolios. Success will be measured by the continual HRS Level 2 work and by high levels of implementation of HRS Level 3. Additionally increased ranking for teacher evaluation Elements 41, 42, and 43. Personalized Learning impacts students missing foundational skills that are assessed through PSAT and SAT State Assessments, and this keeps us from achieving state average scores.

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

Owner: Jason DaLee

| Action Plans: 3 | Projects: 9 |

Action Plans 2.1   Progress 33%

School Culture, Climate, and Safety - By May 2023, Vista Ridge High School will have an established school culture that promotes a safe and secure learning environment for students and staff. The desired outcome is to create collaboration within teams to utilize programs/frameworks like Capturing Kids' Hearts, High-Reliability Schools (HRS) Level 1, and Marzano Instructional Framework Elements 33, 36, and 39. (Instructional Framework El. 33- Establishing Rules & Procedures, El. 36- Acknowledging Adherence to Rules & Procedures, El. 39- Understanding Students' Backgrounds & Interests.) This goal was determined after reviewing Marzano Instructional Framework iObservation ratings for Element 33, 36, and 39 for the past two years along with the re-certification process for HRS Level 1.

	%	#
● On Track	66.67	2
● Completed	33.33	1

Measures:

--Success will be measured by the re-certification or meeting zone-level committee mock certification review of HRS Level 1 by May 2023.

--Success will be measured by an increased average rating for instructional staff in the NASOT Instructional Framework Elements 33, 36, and 39 (through iObservation). By May 2022, 65% of instructional staff will average "applying" on these three elements. By May 2023, 75% of instructional staff will average "applying" on these three elements.

Owner: Jason DaLee

| Projects: 3 |

Associated Root Cause(s)
School Climate and Safety

Local Accountability Indicator Area
School Culture
Safety and Security
Leadership

Update provided by Jason DaLee on Sep 06, 2021 22:26:49

All new instructional staff have received CKH training (7/21 & 7/22).

Action Plans 2.1 > KPI

Marzano iObservation Evaluation- Elements 33, 36 and 39

Average score of Element 33, 36 and 39 will be at "Applying" Level

Action Plans 2.1 School Culture, Climate, and Safety - By May 2023, Vista Ridge High School will have an establish...

Owner: Jason DaLee

HRS Level 1 Re-certification

HRS Level 1 committee (VR staff, student leaders (STUCO or Leadership class), parents and ESP) will work towards re-certification

Action Plans 2.1 School Culture, Climate, and Safety - By May 2023, Vista Ridge High School will have an establish...

Projects 2.1.1

Jul 15, 2021 - Jun 15, 2023   On Track   Progress 0%

High Reliability Schools Framework -- HRS Level 1

HRS provides a research-based framework focused on school improvement. Level 1 specifically focuses on school safety, school climate, and school culture. Data collected for HRS Level 1 comes from the four primary stakeholders - students, parents, staff, and administration.

Owner: Jason DaLee

Checklist (Equal Weighting) : 0/5
- Re-engage HRS Committee to begin reviewing HRS Level 1 indicators - by end of 1st quarter
- Re-survey the 4 stakeholder groups (Administration, Staff, Students, Parents) on level 1 indicators - by end of 1st semester
- Engage HRS Committee to review HRS Level 1 survey results - by end of 2nd quarter
- Engage HRS Committee to implement plan to address survey results - by end of year 1 of plan
- Work with PZ leadership to do a review of findings and review of new implementation plans and present to zone HRS team or re-certify with Marzano - by end of year 2 of plan

Update provided by Jason DaLee on Sep 17, 2021 00:35:10

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

Previous
[] Re-engage HRS Committee to begin reviewing HRS Level 1 indicators
[] Re-survey the 4 stakeholder groups (Administration, Staff, Students, Parents) on level 1 indicators
[] Work with PZ leadership to do a review of findings and present to zone HRS team

Updated
[] Re-engage HRS Committee to begin reviewing HRS Level 1 indicators - by end of 1st quarter
[] Re-survey the 4 stakeholder groups (Administration, Staff, Students, Parents) on level 1 indicators - by end of 1st semester
[] Engage HRS Committee to review HRS Level 1 survey results - by end of 2nd quarter
[] Engage HRS Committee to implement plan to address survey results - by end of year 1 of plan
[] Work with PZ leadership to do a review of findings and review of new implementation plans and present to zone HRS team or re-certify with Marzano - by end of year 2 of plan

Projects 2.1.2

Jul 15, 2021 - Jun 15, 2023 | Completed | Progress 100%

Capturing Kids' Hearts

Capturing Kids Hearts school-wide focus to improve relationship capacity amongst all students and staff.

Owner: Jason DaLee

Checklist (Equal Weighting) : 2/5

- ~~Capturing Kids Hearts Training for all new staff - by August 2021~~
- ~~Posted social contracts in all classrooms - by Sept 2021~~
- Capturing Kids Hearts Training for all new staff - by August 2022
- Posted social contracts in all classrooms - by Sept 2022
- Develop a re-envisioned "We Are VR" motto to support CKH - by December 2021

Update provided by Jason DaLee on Sep 17, 2021 00:39:02

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

Previous
[] Capturing Kids Hearts Training by August 2021
[] Posted social contracts in all classrooms for each school year
[] Focus on CKH re-envisioned into "We Are VR" motto

Updated
[X] Capturing Kids Hearts Training for all new staff - by August 2021
[X] Posted social contracts in all classrooms - by Sept 2021
[] Capturing Kids Hearts Training for all new staff - by August 2022
[] Posted social contracts in all classrooms - by Sept 2022
[] Develop a re-envisioned "We Are VR" motto to support CKH - by December 2021

Projects 2.1.3

Jul 15, 2021 - Jun 15, 2023 · On Track · Progress 0%

Safety & Security

Personnel and infrastructure are key to the safety and security of all individuals in and around the VR property.

Owner: Jason DaLee

Checklist (Equal Weighting) : 0/13
- Hire and retain a full staff of security - December 2021
- Complete all required safety drills - 1st quarter 2021
- Complete all required safety drills - 1st quarter 2022
- Complete all required safety drills - 2nd quarter 2021
- Complete all required safety drills - 2nd quarter 2022
- Complete all required safety drills - 3rd quarter 2021
- Complete all required safety drills - 3rd quarter 2022
- Complete all required safety drills - 4th quarter 2021
- Complete all required safety drills - 4th quarter 2022
- Complete a successful fire and safety inspection - 2021
- Complete a successful fire and safety inspection - 2022
- Complete a successful chemical hygiene inspection - 2021
- Complete a successful chemical hygiene inspection - 2022

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

Previous

Updated
[] Hire and retain a full staff of security - December 2021
[] Complete all required safety drills - 1st quarter 2021
[] Complete all required safety drills - 1st quarter 2022
[] Complete all required safety drills - 2nd quarter 2021
[] Complete all required safety drills - 2nd quarter 2022
[] Complete all required safety drills - 3rd quarter 2021
[] Complete all required safety drills - 3rd quarter 2022
[] Complete all required safety drills - 4th quarter 2021
[] Complete all required safety drills - 4th quarter 2022
[] Complete a successful fire and safety inspection - 2021
[] Complete a successful fire and safety inspection - 2022
[] Complete a successful chemical hygiene inspection - 2021
[] Complete a successful chemical hygiene inspection - 2022

Action Plans 2.2 　 Progress 0%

Academic Performance- By May 2023, Vista Ridge High School will provide an excellent learning environment for students by ensuring every classroom is an engaging classroom as we adhere to the framework of High-Reliability Schools (HRS) to continually enhance teaching practices. This goal was determined after reviewing Marzano iObservation rating for Teacher Growth Elements for the past two years along with the certification process for HRS Level 3.

	%	#
● On Track	100.0	3

Measures:

--Success will be measured by achieving the initial certification for HRS Level 3 or meeting zone-level committee mock certification review by May 2023.

--Success will measured annually by the average instructional framework element growth score rating of instructional staff; 75% or more of staff will achieve a growth score of 3 (applying) or higher.

--Success will be measured by annual growth measures on Star 360:

STAR 360 Reading: Percentage of students making typical-high growth BOY- EOY -- 65-74 for 2021-22 and 75-84 for 2022-23.

STAR 360 Math: Percentage of students making typical-high growth BOY- EOY -- 65-74 for 2021-22 and 75-84 for 2022-23.

Owner: Jason DaLee

Projects: 3

Associated Root Cause(s)
Academic Performance

Local Accountability Indicator Area
Student Learning
Leadership
School Culture

Update provided by Jason DaLee on Sep 06, 2021 22:27:20

> Aligning to the HRS model, VR is currently working to create a grading system that is more in line with Marzano scales (Level 3). Initial discussions were had during two Wolf Council meetings (7/28 & 7/30). Departments are working to focus grading on content knowledge/mastery and drastically reducing the impact of compliance skills (turning things in on time).

Action Plans 2.2　❯　KPI

Academic Achievement PSAT 10 Math

2019-2020: PSAT 10 Math meeting Average State Score
2020-2021: PSAT 10 Math meeting Average State Score
2021-2022: PSAT 10 Math meeting Average State Score

Action Plans 2.2 Academic Performance- By May 2023, Vista Ridge High School will provide an excellent learning env...

Owner: Jason DaLee

Academic Achievement PSAT 10 EBRW

2019-2020: PSAT 10 Evidence Based Reading and Writing Average State Score
2020-2021: PSAT 10 Evidence Based Reading and Writing Average State Score
2021-2022: PSAT 10 Evidence Based Reading and Writing Average State Score

Action Plans 2.2 Academic Performance- By May 2023, Vista Ridge High School will provide an excellent learning env...

Owner: Jason DaLee

Academic Achievement SAT Math

2019-2020: SAT Math Average State Score
2020-2021: SAT Math Average State Score
2021-2022: SAT Math Average State Score

Action Plans 2.2 Academic Performance- By May 2023, Vista Ridge High School will provide an excellent learning env...

Owner: Jason DaLee

iObservation: Teacher Target Element Ranking

Teacher's Growth Element ranking related to classroom strategies. The average collective ranking for "Context" demonstrated in Teacher's Growth Element will be "Applying"

Action Plans 2.2 Academic Performance- By May 2023, Vista Ridge High School will provide an excellent learning env...

Projects 2.2.1

Jul 15, 2021 - Jun 15, 2023   On Track   Progress 0%

High Reliability Schools Framework -- HRS Level 3

HRS provides a research-based framework focused on school improvement. Level 3 specifically focuses on student learning. Data collected for HRS Level 3 comes from the four primary stakeholders - students, parents, staff, and administration.

Owner: Jason DaLee

Checklist (Equal Weighting) : 0/4
- Re-engage HRS Committee to discuss HRS Level 3 key indicators - by end of 1st quarter
- Conduct survey of the 4 stakeholder groups (Administration, Staff, Student, Parents) - by end of 1st semester
- Develop implementation plan for the school based on survey results - by end of year 1
- Certify or meet with zone HRS committee for review of plan and implementation data - by end of year 2

Plan Details
HRS Level 3- Guaranteed Viable Curriculum- Initial Certification

Update provided by Jason DaLee on Sep 17, 2021 00:53:43

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

Previous
[] Re-engage HRS Committee to discuss HRS Level 3 key indicators
[] Conduct survey of the 4 stakeholder groups (Administration, Staff, Student, Parents)
[] Develop implementation plan for the school based on survey results

Updated
[] Re-engage HRS Committee to discuss HRS Level 3 key indicators - by end of 1st quarter
[] Conduct survey of the 4 stakeholder groups (Administration, Staff, Student, Parents) - by end of 1st semester
[] Develop implementation plan for the school based on survey results - by end of year 1
[] Certify or meet with zone HRS committee for review of plan and implementation data - by end of year 2

Projects 2.2.2

Jul 15, 2021 - Jun 15, 2023   On Track   Progress 0%

NASOT (New Art & Science of Teaching) Instructional Framework Growth

Marzano Growth Goals for licensed professionals to focus on instructional growth.

Owner: Jason DaLee

Checklist (Equal Weighting) : 0/6
- All licensed staff complete self-evaluation and develop a growth plan according to zone expectations - Sept. 2021
- All licensed staff complete self-evaluation and develop a growth plan according to zone expectations - Sept. 2022
- Initial meeting to discuss, track, and evaluate growth on the selected growth element - end of 2022
- Initial meeting to discuss, track, and evaluate growth on the selected growth element - end of 2023
- School-wide data collection to monitor and track collective growth as a school - April 2022
- School-wide data collection to monitor and track collective growth as a school - April 2023

Plan Details
Teachers will identify an Element of growth related to classroom strategies along with creating Action Steps to attain their goal

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

Previous
[] All licensed staff complete self-evaluation and develop a growth plan according to zone expectations
[] Two scheduled meetings each year to discuss, track, and evaluate growth on the selected growth element
[] School-wide data collection to monitor and track collective growth as a school

Updated
[] All licensed staff complete self-evaluation and develop a growth plan according to zone expectations - Sept. 2021
[] All licensed staff complete self-evaluation and develop a growth plan according to zone expectations - Sept. 2022
[] Initial meeting to discuss, track, and evaluate growth on the selected growth element - end of 2022
[] Initial meeting to discuss, track, and evaluate growth on the selected growth element - end of 2023
[] School-wide data collection to monitor and track collective growth as a school - April 2022
[] School-wide data collection to monitor and track collective growth as a school - April 2023

Projects 2.2.3 ⬚

Jul 15, 2021 - Jun 15, 2023 | On Track | Progress 0%

Individualized Career & Academic Plans (ICAPs)

District Benchmark- Individualized Career and Academic Plan: Milestones met by EOY with one advisory meeting documented per semester

Owner: Jason DaLee

Checklist (Equal Weighting) : 0/6
- One on one advising with each student first semester - 2021
- One on one advising with each student second semester - 2022
- One on one advising with each student first semester - 2022
- One on one advising with each student second semester - 2023
- Completion of final growth plan meeting - by May 2022
- Completion of final growth plan meeting - by May 2023

Update provided by Jason DaLee on Sep 17, 2021 00:58:36

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

Previous
[] One on one advising with each student first semester
[] One on one advising with each student second semester

Updated
[] One on one advising with each student first semester - 2021
[] One on one advising with each student second semester - 2022
[] One on one advising with each student first semester - 2022
[] One on one advising with each student second semester - 2023
[] Completion of final growth plan meeting - by May 2022
[] Completion of final growth plan meeting - by May 2023

Action Plans 2.3 ⬚ | Progress 12%

Personalized Learning - By May 2023, Vista Ridge High School will foster relevant learning with real-world application and collaborative focus through the use of student portfolios which will support the Demonstration of Mastery in all content areas. Our focuses will be increased graduation rates, the continuation of HRS Level 2 work, and initial certification of HRS Level 3 or meeting zone-level committee mock certification review. Additionally, increased teacher ratings for instructional framework Elements 41, 42, and 43. This goal was determined after reviewing academic assessment trend data, graduation rates, and teacher ratings for Elements 41, 42, and 43. These elements from our instructional framework are titled: El. 41-- Demonstrating Value and Respect for Reluctant Learners, El. 42-- Asking In-depth Questions of Reluctant Learners, El. 43-- Probing Incorrect Answers with Reluctant Learners.

	%	#
● On Track	100.0	3

Measures:

--Success will be measured by our Four-Year Graduation Rate or Mastery Demonstration On-Track percentages (e.g., Ascent, Early College, Transition Program) annually at 95% or higher.

--Success will be measured by achieving the initial certification for HRS Level 3 or meeting zone-level committee mock certification review by May 2023.

--Success will be measured by an increased average rating for instructional staff in Elements 41, 42, and 43. By May 2022, 65% of instructional staff will average "applying" on these three elements. By May 2023, 75% of instructional staff will average "applying" on these three elements.

Owner: Jason DaLee

Projects: 3

Associated Root Cause(s)
Academic Performance; Personalized Learning

Local Accountability Indicator Area
Student Learning
Leadership
School Culture

Update provided by Jason DaLee on Sep 06, 2021 22:27:36

> Work is continuing on the development of individualized plans for students to demonstrate mastery. Preliminary conversations are taking place around timelines for alternative assessments (ASVAB and ACCUPLACER). Additional work is currently being done to develop WBL experiences for a handful of students wishing to pursue online learning this school year. Dates will be determined soon.

Action Plans 2.3 ❯ KPI

Marzano iObservation Elements 41, 42 & 43

The average collective ranking for "Context" demonstrated in Element 41, 42 & 43 will be "Applying"

Action Plans 2.3 Personalized Learning - By May 2023, Vista Ridge High School will foster relevant learning with r...

Owner: Jason DaLee

HRS Level 3 Certification

HRS Level 3 committee will work towards certification

Action Plans 2.3 Personalized Learning - By May 2023, Vista Ridge High School will foster relevant learning with r...

VRHS Graduation Rates

2019-2020 Graduation Rate
2020-2021 Graduation Rate
2021-2022 Graduation Rate

Action Plans 2.3 Personalized Learning - By May 2023, Vista Ridge High School will foster relevant learning with r...

Projects 2.3.1 🗨

Jul 15, 2021 - Jun 15, 2023 | On Track | Progress 16%

High Reliability Schools Framework -- HRS Level 3

HRS provides a research-based framework focused on school improvement. Level 3 specifically focuses on student learning. Data collected for HRS Level 3 comes from the four primary stakeholders - students, parents, staff, and administration.

Owner: Jason DaLee

Checklist (Equal Weighting) : 1/6
- Identify areas of instructional focus (needs assessment) to develop personalized PD for staff - by Oct. 2021
- Identify areas of instructional focus (needs assessment) to develop personalized PD for staff - by Oct. 2022
- Identify instructional leaders to lead/facilitate PD for staff - October 2021
- Identify instructional leaders to lead/facilitate PD for staff - October 2022
- Create a focus on individualized learning opportunities for students - on going
- ~~Develop plans to support demonstration of mastery - Oct. 2021~~

Update provided by Jason DaLee on Sep 17, 2021 01:02:52

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

Previous
[] Identify areas of instructional focus needs to develop personalized PD for staff
[] Identify instructional leaders to lead/facilitate PD for staff

Updated
[] Identify areas of instructional focus (needs assessment) to develop personalized PD for staff - by Oct. 2021
[] Identify areas of instructional focus (needs assessment) to develop personalized PD for staff - by Oct. 2022
[] Identify instructional leaders to lead/facilitate PD for staff - October 2021
[] Identify instructional leaders to lead/facilitate PD for staff - October 2022
[] Create a focus on individualized learning opportunities for students - on going
[X] Develop plans to support demonstration of mastery - Oct. 2021

Projects 2.3.2 🗨

Jul 15, 2021 - Jun 15, 2023 | On Track | Progress 0%

High Reliability Schools Framework -- HRS Level 2

HRS provides a research-based framework focused on school improvement. Level 2 specifically focuses on instructional practices. Data collected for HRS Level 2 comes from the four primary stakeholders - students, parents, staff, and administration.

Owner: Jason DaLee

Checklist (Equal Weighting) : 0/5
- Re-engage HRS Committee to review collected data and key indicators - by end of 1st quarter
- Review instructional model and re-engage staff in that model - by end of 1st semester
- Review common language around POWER Instruction - by end of 1st semester
- Provide PD opportunities for teachers to engage with instructional leaders - by end of year 1
- Provide PD opportunities for teachers to engage with instructional leaders - by end of year 2

Update provided by Jason DaLee on Sep 17, 2021 01:07:39

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

Previous
[] Re-engage HRS Committee to review collected data and key indicators
[] Review instructional model and re-engage staff in that model
[] Review common language around POWER Instruction

Updated
[] Re-engage HRS Committee to review collected data and key indicators - by end of 1st quarter
[] Review instructional model and re-engage staff in that model - by end of 1st semester
[] Review common language around POWER Instruction - by end of 1st semester
[] Provide PD opportunities for teachers to engage with instructional leaders - by end of year 1
[] Provide PD opportunities for teachers to engage with instructional leaders - by end of year 2

Projects 2.3.3

Jul 15, 2021 - Jun 15, 2023 On Track Progress 20%

Demonstrations of Mastery -- Graduation Requirements

Colorado Department of Education and D49 have established graduation requirements that focus on credits and a demonstration of the content according to established guidelines.

Owner: Jason DaLee

Checklist (Equal Weighting) : 1/5
- ~~Establish new processes earning demonstration of mastery for math and English - Oct. 2021~~
- Complete credit and mastery check for all seniors - Oct. 2021
- Complete credit and mastery check for all seniors - Oct. 2022
- Develop a capstone plan for seniors needing an alternative option - Dec. 2021
- Establish a school-wide measure to track and evaluate mastery for seniors (similar to graduation rate) - May 2021

Update provided by Jason DaLee on Sep 17, 2021 01:16:59

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

Previous
[] Establish new processes for implementation of STAR 360
[] Track the progress of students throughout the scheduled assessments
[] Utilize PLC time to monitor progress of student growth and make instructional adjustments as needed

Updated
[X] Establish new processes earning demonstration of mastery for math and English - Oct. 2021
[] Complete credit and mastery check for all seniors - Oct. 2021
[] Complete credit and mastery check for all seniors - Oct. 2022
[] Develop a capstone plan for seniors needing an alternative option - Dec. 2021
[] Establish a school-wide measure to track and evaluate mastery for seniors (similar to graduation rate) - May 2021

School 3 🗨 Progress 32%

Skyview Middle School

	%	#
● On Track	100.0	7

School Overview: Skyview Middle School (SMS) is a POWER Zone school in Falcon School District 49 that serves students in 6th-8th grade. The school is located in northeast Colorado Springs, and serves an area that is rapidly expanding with new and diverse housing and neighborhood options. Currently, for the 21-22 school year, we have a student population of approximately 1065 students, and we continue to expect enrollment growth in the future as families continue to move or choice into our school zone. Our talented and dedicated staff consists of 63 licensed teachers, 3 licensed counselors, 5 licensed administrators, and 40 classified staff members. Of those mentioned, six teachers are new to the building this year. Twenty teachers are on probationary status, while 47 licensed teachers have achieved non-probationary status. In addition, we are proud to be hosting 2 student teachers in social studies and english language arts from the University of Colorado at Colorado Springs College of Education. Our staff is made up of 3% minority, 70% female, and 30% male members.

The Power Zone provides all students with challenging educational opportunities that encourage individual growth and ownership of learning that develops life-long skills needed to become productive members of our community. At SMS, teachers and support staff build respectful relationships with all stakeholders as a foundation to implement this mission, and better understand student backgrounds, challenges, and strengths to ensure they are able to effectively support the academic and emotional needs of the students and families we serve. Our current population of students that qualify for Free and Reduced Lunch is 38% which has increased from previous years data. Our Culturally and Linguistically Diverse Education (CLDE) population is currently 5.5% of our total population with minor fluctuation in total percentage over the last four years (4.6% in 2017, 6% in 2018, 7% in 2019, 7% in 2020). Our ethnic makeup consists of approximately 46.2% minority students with the current breakout of 22.4% Hispanic, 7.2% African American, 3.7% Asian, 1% American Indian, 12% two or more races. 53.8% of our population is white. Our Gifted students comprise approximately 8% of our total student population. About 14% of our population (135 students) have an active IEP.

Over the years, SMS has been a consistently high-performing school with a stable rate of performance. Colorado Department of Education (CDE) recognizes our school as a "Performance" school where we are categorized as "Meet" in both Academic Achievement and in Academic Growth on the School Performance Framework. All students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students are given the opportunity to participate in Art, Music, PE, Spanish, and a variety of CTE offering and technology classes.

Assessment Participation: The impact of COVID has been wide-spread, both in the testing environment and student participation. In the 2019-2020 school year, all levels and academic subjects of the Colorado Measures of Academic Success (CMAS) were suspended. In the 2020-2021 spring testing window, all students were offered the Math and English Language Arts (ELA) assessments, and 8th grade was offered the Science assessment. However, to accomodate COVID concerns, families were asked to "opt in" their student if they wished them to take any, or all,of these assessments. As a result, SMS did not meet the state assessment participation rate of 95%. CDE recorded state-wide participation numbers well below what is normal, and has recognized COVID as a significant academic disruption that may make interpretation of this data a challenge, and therefore recommends that it be combined with additional data points to inform and direct instructional decisions in the 21-22 school year. SMS expects normal CMAS participation in the 21-22 school year.

As an additional data source, SMS implemented Star testing in Math and ELA in the 20-21 school year. Students complete a minimum of 3 testing sessions spread out through the year to measure growth and achievement in these essential academic skills. Student scores are analyzed by content level teachers and academic interventionists to help drive both classroom and individual instruction. 97.1% and 95.4% of SMS students completed the beginning of year Star assessment in Math and Reading, respectively in the 21-22 school year.

Personalization: SMS focuses on several pieces of evidence to help individualize a student learning plan while they attend our school.

Freckle: Freckle is an extension of Renaissance Assessment and Support Program that utilizes Star 360 Math and ELA student data to create differentiated and effective practice solutions that are tailored to each student. Because it is adaptive, students will never be "stuck" waiting on the development of new practice and can more effectively and efficiently learn content they are weak in. Critical data is generated from each student's practice, and is immediately transferred to the teacher so that they can monitor and adjust instruction for that student or a group of students. Opportunities for Improvement: 1) Freckle will be given to all Intervention Classes and SPED Teachers to utilize weekly with their students. 2) Student growth for students using Freckle will be monitored to ensure that this program is an effective tool

Formative Assessment Monitoring: Teachers began to explore the Teacher Learning Community (TLC) process in the 20-21 school year. The purpose of TLC's is to authentically engage and collaborate in a teaching and learning cycle that creates a universally viable curriculum aligned curriculum to state standard, delivers formative assessment based on target measures, and collects data that can be analyzed to inform instruction. Opportunities for Improvement: 1) In the 21-22 school year the TLC process has been refined and extended, with an expectation that our teachers will develop and administer common formative and summative assessments to all students based on essential outcomes and target frameworks that are aligned with the Colorado Academic Standards (CAS) for their course. 2) The results from these assessments will be routinely collected and analyzed in their content level TLC to drive instruction in the classroom. 3) Data will be utilized to inform and build a MTSS process in the school.

Root Cause Verification and Identification: In each of the areas identified for opportunity, the following root causes were identified:

1. School Culture: COVID forcing students to attend school virtually. The student educational experience in the spring of 2020 and all of the 20-21 school year have included extended periods of time without structure, guidance, or consistency that have generated academic gaps, anxiety, and disconnection with all stakeholders. Programming such as CKH, Kagan, HRS-1, and Leadworthy are necessary to transition students back into the school setting.

2. Academics: SMS has not universally implemented common assessments to track and monitor student progress. We will continue to strengthen and refine our TLC process to build strong collaboration between all stakeholders to improve student growth and achievement.

3. Personalization: SMS has not utilized data to determine student growth and adjust instructional practices to maximize student learning. In our TLC teams, we will develop and use formative and summative assessment, Star 360 data and Freckle to identify specific student weaknesses. Teachers and interventionists will continue to create tailored opportunities for students to fill in academic gaps and demonstrate their understanding.

Owner: Matthew Sisson

Action Plans: 3	Projects: 7

Update provided by Matthew Sisson on Oct 12, 2021 12:15:43

All staff has been provided with access to STAR 360 data. Training is being planned to allow teachers to be able to review and adjust instructional practices to meet students academic needs.

Action Plans 3.1   Progress 22%

	%	#
● On Track	100.0	3

School Climate: Staff and student safety and belonging is a fundamental priority at Skyview Middle School. We will continue to build on this focus through implementation of: the key components of the Capturing Kids' Hearts initiatives that are prioritized zone-wide (i.e. greetings at the door, shaking hands, 4 questions, good things, social contracts); the recommendations from Marzano's High Reliability Schools Level 1 that promote safe, supportive, and collaborative school culture; Kagan strategies that encourage student independence and responsibility in learning, and CKH's Leadworthy program for social/emotional support in classrooms.

1.) By May of 2022, all teachers at SMS will be trained in Capturing Kids Hearts and Kagan Strategies, with administration documenting 95% of all teachers observed utilizing at least 2 CKH strategies and 1 Kagan or engagement strategy routinely in their classrooms.

2.) In the 2021-2022 school year, 76-80% of students will feel safe to come to school according to the District Culture and Climate Survey (Question 9). This will increase to 81-85% in the following year.

3.) By May of 2022, SMS will utilize Navigate360 Emergency Management Suite to document all After Action Reports, and will successfully complete all drills and inspections to ensure a safe school environment for all staff and students.

4.) By May of 2022, SMS will earn a confidence rating of 8.0-8.4 that adults care about them at SMS according to the District Culture and Climate Survey (Question 16). This will increase to 8.5-8.9 in the following year.

Owner: Matthew Sisson

Projects: 3

Associated Root Cause(s)
Building School Culture

Local Accountability Indicator Area
School Culture
Safety and Security
Leadership

Update provided by Matthew Sisson on Oct 12, 2021 12:18:02

Drills have been updated in Navigate 360. We are reviewing the program to determine if a monthly report is available.

Projects 3.1.1

Jul 15, 2021 - Jun 15, 2023   On Track   Progress 28%

Positive and Caring Learning Environment

Success Criteria:

By May of 2022, all teachers at SMS will be trained in Capturing Kids Hearts and Kagan Strategies, with administration documenting 95% of all teachers observed utilizing at least 2 CKH strategies and one Kagan/engagement strategy routinely in their classrooms.

Milestones and Measures:

By August 31st, all new staff will be trained in Capturing Kids Hearts.

By September 3rd, all new staff will be trained in Kagan Strategies.

By the end of the second quarter all staff will be observed to see at least 1 CKH strategy.

By the end of the second quarter, administrators will provide feedback to staff about their observed CKH and one Kagan strategy if observed.

Within one month of the District Culture and Climate Survey results, SMS administrators will share the important findings from this survey with staff.

By May 2022, all staff will be observed to see a minimum of 2 CKH strategies and one Kagan/engagement strategy.

By May 2022, administrators will provide feedback to staff about their observed CKH and Kagan/engagement strategies and its impact on the learning environment, and work to create action steps for the 2022 school year if needed to improve in learning environment strategies.

Owner: Matthew Sisson

Checklist (Equal Weighting) : 2/7
- By August 31st, all new staff will be trained in Capturing Kids Hearts.
- By September 3rd, all new staff will be trained in Kagan Strategies.
- By the end of the second quarter all staff will be observed to see at least 1 CKH strategy.
- By the end of the second quarter, administrators will provide feedback to staff about their observed CKH and one Kagan strategy if observed.
- Within one month of the District Culture and Climate Survey results, SMS administrators will share the important findings from this survey with staff.
- By May 2022, all staff will be observed to see a minimum of 2 CKH strategies and one Kagan/engagement strategy.

Update provided by Alisha Donald on Sep 16, 2021 00:09:40

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

Previous
[] By August 31st, all new staff will be trained in Capturing Kids Hearts.
[] By September 3rd, all new staff will be trained in Kagan Strategies.
[] By the end of the second quarter all staff will be observed to see at least 1 CKH strategy.
[] By the end of the second quarter, administrators will provide feedback to staff about their observed CKH and one Kagan strategy if observed.
[] Within one month of the District Culture and Climate Survey results, SMS administrators will share the important findings from this survey with staff.
[] By May 2022, all staff will be observed to see a minimum of 2 CKH strategies and one Kagan/engagement strategy.
[] By May 2022, administrators will provide feedback to staff about their observed CKH and Kagan/engagement strategies and its impact on the learning environment, and work to create action steps for the 2022 school year if needed to improve in learning environment strategies.

Updated
[X] By August 31st, all new staff will be trained in Capturing Kids Hearts.
[X] By September 3rd, all new staff will be trained in Kagan Strategies.
[] By the end of the second quarter all staff will be observed to see at least 1 CKH strategy.
[] By the end of the second quarter, administrators will provide feedback to staff about their observed CKH and one Kagan strategy if observed.
[] Within one month of the District Culture and Climate Survey results, SMS administrators will share the important findings from this survey with staff.
[] By May 2022, all staff will be observed to see a minimum of 2 CKH strategies and one Kagan/engagement strategy.
[] By May 2022, administrators will provide feedback to staff about their observed CKH and Kagan/engagement strategies and its impact on the learning environment, and work to create action steps for the 2022 school year if needed to improve in learning environment strategies.

- By May 2022, administrators will provide feedback to staff about their observed CKH and Kagan/engagement strategies and its impact on the learning environment, and work to create action steps for the 2022 school year if needed to improve in learning environment strategies.

Plan Details

Projects 3.1.2 🗒

Jul 15, 2021 - Jun 15, 2023 | On Track | Progress 38%

HRS-Level 1: Safe Learning Environment

Success Criteria:

In the 2021-2022 school year, 76-80% of students will feel safe to come to school according to the District Culture and Climate Survey (Question 9). This will increase to 81-85% in the following year.

By May of 2022, SMS will utilize Navigate360 Emergency Management Suite (EMS) to document all After Action Reports, and will successfully complete all drills and inspections to ensure a safe school environment for all staff and students.

Milestones and Measures:

By August 31st all staff will receive safety folders detailing all drill protocols and procedures.

By August 31st all SMS Administrators will have access to Navigate360 and BluePoint Emergency systems.

By the end of the first quarter, SMS will have 100% drills entered and After Action Reports logged in Navigate360 EMS. All inspections will be up to date and in compliance.

By the end of the second quarter, SMS will have 100% drills entered and After Action Reports logged in Navigate360 EMS. All inspections will be up to date and in compliance.

By the end of the third quarter, SMS will have 100% drills entered and After Action Reports logged in Navigate360 EMS. All inspections will be up to date and in compliance.

By the end of the fourth quarter, SMS will have 100% drills entered and After Action Reports logged in Navigate360 EMS. All inspections will be up to date and in compliance.

Within one month of the District Culture and Climate Survey results, SMS administrators will share the important findings from this survey with staff.

By May 2022, administrators will provide feedback to staff about school safety ratings and work to create action steps for the 2022 school year if needed to improve in this area.

Owner: Matthew Sisson

Checklist (Equal Weighting) : 0/8
- By August 31st all staff will receive safety folders detailing all drill protocols and procedures.
- By August 31st all SMS Administrators will have access to Navigate360 and BluePoint Emergency systems.
- By the end of the first quarter, SMS will have 100% drills entered and After Action Reports logged in Navigate360 EMS. All inspections will be up to date and in compliance.

Update provided by Matthew Sisson on Oct 12, 2021 12:25:36

The staff has received folders for drill protocols and procedures. All admin have access to Navigate 360 and reviewed blue point procedures.

- By the end of the second quarter, SMS will have 100% drills entered and After Action Reports logged in Navigate360 EMS. All inspections will be up to date and in compliance.
- By the end of the third quarter, SMS will have 100% drills entered and After Action Reports logged in Navigate360 EMS. All inspections will be up to date and in compliance.
- By the end of the fourth quarter, SMS will have 100% drills entered and After Action Reports logged in Navigate360 EMS. All inspections will be up to date and in compliance.
- Within one month of the District Culture and Climate Survey results, SMS administrators will share the important findings from this survey with staff.
- By May 2022, administrators will provide feedback to staff about school safety ratings and work to create action steps for the 2022 school year if needed to improve in this area.

Projects 3.1.3

Jul 15, 2021 - Jun 15, 2023 | On Track | Progress 0%

Social Emotional Health

Success Criteria:

By May of 2022, SMS will earn a confidence rating of 8.0-8.4 that adults care about them at SMS according to the District Culture and Climate Survey (Question 16). This will increase to 8.5-8.9 in the following year.

Milestones and Measures:

All sixth grade teachers will implement Leadworthy social emotional lessons by the second quarter during their SEL period.

Within one month of the District Culture and Climate Survey results, SMS administrators will share the important findings from this survey with staff.

By May 2022, administrators will provide feedback to staff about student SEL and its impact on the learning environment and work to create action steps for the 2022 school year if needed to improve in social emotional learning.

Owner: Matthew Sisson

Checklist (Equal Weighting) : 0/3
- All sixth grade teachers will implement Leadworthy social emotional lessons by the second quarter during their SEL period.
- Within one month of the District Culture and Climate Survey results, SMS administrators will share the important findings from this survey with staff.
- By May 2022, administrators will provide feedback to staff about student SEL and its impact on the learning environment and work to create action steps for the 2022 school year if needed to improve in social emotional learning.

Update provided by Matthew Sisson on Oct 12, 2021 12:28:45

The counseling team is reviewing other options to provide a more robust social/emotional program to support student needs. SMS is seeing an increased level of student needs due to the effects of COVID during the 19-20 school year.

Action Plans 3.2 🗨 `Progress 26%`

	%	#
🟢 On Track	100.0	2

Academic Performance: SMS: For the 21-22 SY SMS will be redeveloping the Teaching and Learning Community model to focus on staff learning and growth as well as student learning and growth. Teachers will use formative assessments, tracking, and identified power standards to ensure that all students are learning. Student growth will be measured through common assessments created in STAR where available. Intervention programs, known as Learning Lab, will identify, track and support classroom teachers to pre-teach and reteach skills for MA and ELA. Students will move in and out of intervention on a quarterly basis based on progress monitoring through Freckle (a sub-system attached to STAR).

1.) By May of 2022, SMS will have completed the primary phase of implementing a robust and foundational TLC process, which includes consistent weekly meetings, course frameworks, formative assessments, and meaningful data analysis that drives instruction.

2.) 65-74% of SMS students will make typical - high growth between their beginning of the year (BOY) and end of year (EOY) Star 360 Math Assessment.

3.) 65-74% of SMS students will make typical - high growth between their beginning of the year (BOY) and end of year (EOY) Star 360 ELA Assessment.

4.) By May of 2022, SMS administration will have met a minimum of 3 times per month with each content team to review assessment data (formative, summative, STAR, PSAT) and assist in curriculum design and recommendations.

Owner: Matthew Sisson

Projects: 2

Associated Root Cause(s)
Student Academics

Local Accountability Indicator Area
Student Learning

Update provided by Matthew Sisson on Oct 12, 2021 12:23:41

> Teachers are meeting consistently during the TLC time. Small groups continue to need further support and clarification of the process and how to best utilize their time. SMS just completed the second testing window and will be review student growth data following the fall break. The admin team has had to make some adjustments to the schedule to ensure that content team meetings are consistently being held.

Projects 3.2.1

Jul 15, 2021 - Jun 15, 2023   On Track   Progress 18%

Content TLC Meeting

SMS teachers meet with their content teams weekly to develop frameworks and lessons aligned to the Colorado State Standards. Teachers also collaborate effectively to develop common assessments, rubrics, vocabulary development and instructional strategies that deliver the best engagement for students.

Success Criteria:

By May of 2022, SMS will have completed the primary phase of implementing a robust and foundational TLC process, which includes consistent weekly meetings, course frameworks, formative assessments, and meaningful data analysis that drives instruction.

65-74% of SMS students will make typical - high growth between their beginning of the year (BOY) and end of year (EOY) Star 360 Math Assessment.

65-74% of SMS students will make typical - high growth between their beginning of the year (BOY) and end of year (EOY) Star 360 ELA Assessment.

Milestones and Measures:

By August 27th, 95% of all students will have a BOY score in Star 360 Math.

By August 27th, 95% of all students will have a BOY score in Star 360 ELA.

By the end of the first quarter, content teams will create scoreboards to track class progress and drive instruction.

By January 14th, 95% of all students will have a MOY score in Star 360 Math.

By January 14th, 95% of all students will have a MOY score in Star 360 ELA.

By the end of the second quarter, teachers will have all of their first and second quarter essential outcomes and targets completed for each course at SMS.

By the end of the second quarter, teachers will have all of their formative assessments for the targets they have developed for the first and second quarter.

By January 31st, staff will reflect on essential outcomes, targets, formative assessment and scoreboards to evaluate effective protocols and strategies to continue into the rest of the school year.

By May 12th, 95% of all students will have a EOY score in Star 360 Math.

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

Previous
[X] By August 27th, 95% of all students will have a BOY score in Star 360 Math.
[X] By August 27th, 95% of all students will have a BOY score in Star 360 ELA.
[] By the end of the first quarter, content teams will create scoreboards to track class progress and drive instruction.
[] By January 14th, 95% of all students will have a MOY score in Star 360 Math.
[] By January 14th, 95% of all students will have a MOY score in Star 360 ELA.
[] By the end of the second quarter, teachers will have all of their first and second quarter essential outcomes and targets completed for each course at SMS.
[] By the end of the second quarter, teachers will have all of their formative assessments for the targets they have developed for the first and second quarter.
[] By January 31st, staff will reflect on essential outcomes, targets, formative assessment and scoreboards to evaluate effective protocols and strategies to continue into the rest of the school year.
[] By May 12th, 95% of all students will have a EOY score in Star 360 Math.
[] By May 12th, 95% of all students will have a EOY score in Star 360 ELA.
[] By May 2022, SMS teachers will consistently meet in their content level teams Tuesday - Friday.
[] By May 2022, All content teams will have essential outcomes, targets, aligned formative assessments, and scoreboards set up for all curriculum at SMS.

Updated
[X] By August 27th, 95% of all students will have a BOY score in Star 360 Math.
[X] By August 27th, 95% of all students will have a BOY score in Star 360 ELA.
[] By January 14th, 95% of all students will have a MOY score in Star 360 Math.
[] By January 14th, 95% of all students will have a MOY score in Star 360 ELA.
[] By the end of the second quarter, teachers will have all of their first and second quarter essential outcomes and targets completed for each course at SMS.
[] By the end of the second quarter, teachers will have all of their formative assessments for the targets they have developed for the first and second quarter.
[] By January 31st, staff will reflect on essential outcomes, targets, formative assessment and scoreboards to evaluate effective protocols and strategies to continue into the rest of the school year.
[] By May 12th, 95% of all students will have a EOY score in Star 360 Math.
[] By May 12th, 95% of all students will have a EOY score in Star 360 ELA.
[] By May 2022, SMS teachers will consistently meet in their content level teams Tuesday - Friday.

By May 12th, 95% of all students will have a EOY score in Star 360 ELA.

By May 2022, SMS teachers will consistently meet in their content level teams Tuesday - Friday.

By May 2022, All content teams will have essential outcomes, targets, aligned formative assessments, and scoreboards set up for all curriculum at SMS.

Owner: Matthew Sisson

Checklist (Equal Weighting) : 2/11
- ~~By August 27th, 95% of all students will have a BOY score in Star 360 Math.~~
- ~~By August 27th, 95% of all students will have a BOY score in Star 360 ELA.~~
- By January 14th, 95% of all students will have a MOY score in Star 360 Math.
- By January 14th, 95% of all students will have a MOY score in Star 360 ELA.
- By the end of the second quarter, teachers will have all of their first and second quarter essential outcomes and targets completed for each course at SMS.
- By the end of the second quarter, teachers will have all of their formative assessments for the targets they have developed for the first and second quarter.
- By January 31st, staff will reflect on essential outcomes, targets, formative assessment and scoreboards to evaluate effective protocols and strategies to continue into the rest of the school year.
- By May 12th, 95% of all students will have a EOY score in Star 360 Math.
- By May 12th, 95% of all students will have a EOY score in Star 360 ELA.
- By May 2022, SMS teachers will consistently meet in their content level teams Tuesday - Friday.
- By May 2022, All content teams will have essential outcomes, targets, aligned formative assessments, and scoreboards set up for all curriculum at SMS.

[] By May 2022, All content teams will have essential outcomes, targets, aligned formative assessments, and scoreboards set up for all curriculum at SMS.

Projects 3.2.2

Jul 15, 2021 - Jun 15, 2023   On Track   Progress 33%

Admin TLC

The Administrative Team will meet every Friday with their Content Level TLC to collaborate on weekly data points resulting from weekly benchmarks/assessment given in class. Student scoreboards will visually represent each class's journey towards proficiency on essential outcomes and standards, and used to celebrate student growth and identify effective learning strategies and methodologies.

Success Criteria:

By May of 2022, SMS administration will have met a minimum of 3 times per month (unless district breaks prevent this) with each content team to review assessment data (formative, summative, STAR, PSAT) and assist in curriculum design and recommendations.

Milestones and Measurements:

Administration will set calendar invites for Friday Admin TLC meetings to reserve this time and consistently meet by August 31st.

Admin TLC will have met a minimum of six times in the first quarter.

Admin TLC will have met a minimum of seven times in the second quarter.

Admin TLC will have met a minimum of six times in the third quarter.

Admin TLC will have met a minimum of six times in the fourth quarter.

Content teams will develop, implement and display class scoreboards for administration to view essential outcomes and target growth by the end of the first quarter.

Owner: Matthew Sisson

Checklist (Equal Weighting) : 2/6
- ~~Administration will set calendar invites for Friday Admin TLC meetings to reserve this time and consistently meet by August 31st.~~
- ~~Admin TLC will have met a minimum of six times in the first quarter.~~
- Admin TLC will have met a minimum of seven times in the second quarter.
- Admin TLC will have met a minimum of six times in the third quarter.
- Admin TLC will have met a minimum of six times in the fourth quarter.
- Content teams will develop, implement and display class scoreboards for administration to view essential outcomes and target growth by the end

Update provided by Matthew Sisson on Oct 12, 2021 12:11:13

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

Previous
[X] Administration will set calendar invites for Friday Admin TLC meetings to reserve this time and consistently meet by August 31st.
[] Admin TLC will have met a minimum of six times in the first quarter.
[] Admin TLC will have met a minimum of seven times in the second quarter.
[] Admin TLC will have met a minimum of six times in the third quarter.
[] Admin TLC will have met a minimum of six times in the fourth quarter.
[] Content teams will develop, implement and display class scoreboards for administration to view essential outcomes and target growth by the end of the first quarter.

Updated
[X] Administration will set calendar invites for Friday Admin TLC meetings to reserve this time and consistently meet by August 31st.
[X] Admin TLC will have met a minimum of six times in the first quarter.
[] Admin TLC will have met a minimum of seven times in the second quarter.
[] Admin TLC will have met a minimum of six times in the third quarter.
[] Admin TLC will have met a minimum of six times in the fourth quarter.
[] Content teams will develop, implement and display class scoreboards for administration to view essential outcomes and target growth by the end of the first quarter.

of the first quarter.

Action Plans 3.3 🗒 `Progress 52%`

	%	#
🟢 On Track	100.0	2

Personalized Learning: All SMS staff will implement The Teaching and Learning Cycle on a four day cycle to collaborate, plan, create, and assess students to adjust instruction to meet individual and small groups of students. This will further allow teachers to provide interventions and extensions for all student groups. All staff meetings and every third Thursday of the month will be dedicated to staff development. This further aligns with all building focus on staff learning and growth and student learning and growth. Staff development will be based on a staff survey to provide a prioritized list of identified needs for PD.

Teachers will review STAR data to determine student growth over a minimum of three testing cycles (BOY, MOY, EOY). Teachers will work within their content teams to determine student needs based on their STAR data and formative assessments to align instruction for students. Based on student data students will have access to intervention (Learning Lab) to pre-teach and re-teach skills in MA and ELA.

1.) In the 2021-2022 school year 100% of SMS teachers will develop and implement one weekly benchmark/formative assessment (team created or through STAR) and utilize class scoreboards to progress monitor student growth/achievement in essential outcomes and targets and tailor instruction to meet the needs of students, including intervention and enrichment.

2.) A minimum of 95% of students will be assessed using Star 360 Math and ELA and CogAT to identify areas of low and gifted performance.

3.) MTSS content level team meetings will take place once a month to identify students in need of additional support and collaborate to implement a minimum of one, tier 1 intervention strategy for specific students.

4.) All students scoring less than the 25th percentile will be recommended for SMS's Intervention Support Class and will utilize Freckle and/or Star 360 reports and Lesson Planning at least once a week to identify specific student content gaps. Students will spend a minimum of 15 minutes each class period on targeted intervention strategies to address these gaps.

5.) By May of 2022, There will be a minimum of 5 professional development trainings offered to SMS staff to support the TLC work that is being implemented.

Owner: Matthew Sisson

`Projects: 2`

Associated Root Cause(s)
Personalization

Update provided by Matthew Sisson on Oct 12, 2021 12:20:10

> The admin team is currently identifying 2-3 reports from STAR 360 that will allow all teachers to review and track student growth throughout the year. Training is being planned to support teachers' ability to utilize and understand the data.

Projects 3.3.1

Jul 15, 2021 - Jun 15, 2023   On Track   Progress 29%

Personalized Supports

SMS analyzes key data points from a variety of sources to personalized learning for our students. Star 360 Math and ELA, as well as formative and summative assessments developed in content level teams are used to identify when students are in need of additional support or extension. Teachers modify curriculum to accommodate these needs. When students continue to show low growth, collaboration is monthly MTSS meetings help direct next steps for each student identified. Students may also receive continued and targeted support and extension in SMS electives such as SOAR and Intervention Support Class.

Success Criteria:

In the 2021-2022 school year 100% of SMS teachers will develop and implement one weekly benchmark/formative assessment (team created or through STAR) and utilize a class scoreboards to progress monitor student growth/achievement in essential outcomes and targets and tailor instruction to meet the needs of students, including intervention and enrichment.

A minimum of 95% of students will be assessed using Star 360 Math and ELA and CogAT to identify areas of low and gifted performance.

MTSS content level team meetings will take place once a month to identify students in need of additional support and collaborate to implement a minimum of one, tier 1 intervention strategy for specific students.

All students scoring less than the 25th percentile will be recommended for SMS's Intervention Support Class and will utilize Freckle and/or Star 360 reports and Lesson Planning at least once a week to identify specific student content gaps. Students will spend a minimum of 15 minutes each class period on targeted intervention strategies to address these gaps.

Milestones and Measures:

By September 30th, Cogat will be administered to sixth grade students.

By January 31st all Math and ELA classes will have tested in Star 360 a minimum of 2 times (BOY. MOY) and used growth data to drive instructional decisions and recommendations to intervention classes

By May 2022, All Math and ELA classes will have tested in Star 360 a minimum of 3 times (BOY. MOY, EOY) and used growth data to drive instructional decisions and recommendations to intervention classes

Teams will collaborate together a minimum of 2 times with MTSS as a focus by the end of the first quarter.

Update provided by Matthew Sisson on Oct 12, 2021 12:26:52

Cogat has been administered to all 6th-grade students. SMS has completed 2 testing windows to exceed the 3 testing windows per year.

Teams will collaborate together a minimum of 2 times with MTSS as a focus by the end of the second quarter.

Teams will collaborate together a minimum of 2 times with MTSS as a focus by the end of the third quarter.

Teams will collaborate together a minimum of 2 times with MTSS as a focus by the end of the fourth quarter.

Owner: Matthew Sisson

Checklist (Equal Weighting) : 0/7

- By September 30th, CogAT will be administered to sixth grade students.
- By January 31st all Math and ELA classes will have tested in Star 360 a minimum of 2 times (BOY. MOY) and used growth data to drive instructional decisions and recommendations to intervention classes.
- By May 2022, All Math and ELA classes will have tested in Star 360 a minimum of 3 times (BOY. MOY, EOY) and used growth data to drive instructional decisions and recommendations to intervention classes.
- Teams will collaborate together a minimum of 2 times with MTSS as a focus by the end of the first quarter.
- Teams will collaborate together a minimum of 4 times with MTSS as a focus by the end of the second quarter.
- Teams will collaborate together a minimum of 6 times with MTSS as a focus by the end of the third quarter.
- Teams will collaborate together a minimum of 8 times with MTSS as a focus by the end of the fourth quarter.

Projects 3.3.2

Jul 15, 2021 - Jun 15, 2023 | On Track | Progress 75%

Third Thursday Professional Development

Every third Thursday, administration facilitates various PD to enhance teacher instruction and delivery. Guest speakers (often teachers in our building that are experts) present lessons for teachers to incorporate into their classroom. This includes professional development in the following areas: Student Goal Setting, Portfolios, Differentiation and Accommodations, Kagan Strategies and complex thinking.

Success Criteria:

By May of 2022, There will be a minimum of 5 professional development trainings offered to SMS staff to support the TLC work that is being implemented.

Milestones and Measures:

Every third Thursday will be entered into the SMS Calendar by August 31st for all Staff to reserve meeting time and ensure participation.

By August 31st a prioritized list of topics for PD will be generated.

Each topic will be assigned to a month.

By May 2022 all PD sessions will have been given and PD credit assigned.

Owner: Matthew Sisson

Checklist (Equal Weighting) : 0/4
- Every third Thursday will be entered into the SMS Calendar by August 31st for all Staff to reserve meeting time and ensure participation.
- By August 31st a prioritized list of topics for PD will be generated.
- Each topic will be assigned to a month.
- By May 2022 all PD sessions will have been given and PD credit assigned.

Update provided by Matthew Sisson on Oct 12, 2021 12:30:30

Third Thursday events have been used to provide staff with specific PD to support teachers to include; SPED, CLDE, and tech. During the second quarter, the admin team will review topics and plan for the second semester.

Academy for LIteracy, Learning and Innovation Excellence

⬤ Status Pending   % 100.0   # 14

SCHOOL OVERVIEW:

The Academy for Literacy, Learning and Innovation Excellence (ALLIES) is located in Eastern El Paso County in School District 49.   ALLIES is the first free and public school in the state of Colorado to serve solely students with a 'Profile for Dyslexia.' This school was created based on District 49's belief that every child can learn and that District 49 is the best place to learn, work and lead. ALLIES is part of a "Portfolio of Schools" offered because the Board of Education understands that not every child learns in the same way at the same time.

The Academy for Literacy, Learning and Innovation Excellence (ALLIES) is a unique school built to service students with a Profile for Dyslexia. This profile also includes the co-morbid factors of: Dysgraphia, Dyscalculia, working memory issues, slow processing speed, ADD/ADHD and anxiety.

Due to these factors, ALLIES is staffed with various ratios including: 1:4 Therapist Ratio, 1:12 ELA & Math Professor ratio and a 1:24 Innovation, Discovery and Blended On-Line Learning Professor ratios. Therapists at ALLIES utilize the Take Flight Therapy program with each student. Students each work through this program with varying speeds of success based on their level of Dyslexia (Dyslexia is held on a continuum of mild to severely blocked), their level of attentional difficulties and number of comorbidities. Take Flight Therapists are held to a high standard of Therapy training and service. They must:

- --Fulfill a two year training requirement

- --Hold a CALT (Certified Academic Language Therapist) License

- --Be continually evaluated by a QI (Qualified Instructor) 2-4 times yearly

- --Attend consistent training / monthly PLC sessions centered around best practices in their area of expertise

Dyslexia is a lifelong struggle. ALLIES and the Take Flight Therapy program will not cure Dyslexia, Dysgraphia or Dyscalculia for a child. Take Flight will give these students the skills and tools necessary to begin to break the code in reading and our Professors will give these students the accommodations necessary to level the playing field in the educational system. These students may always struggle to conquer the written word with the same fluency as their peers but they will have the ability to believe in themselves! Our students will come to understand that they are not dumb - they are brilliant - that they learn in a different way (their brains are wired differently) and that they may always have to work harder than others when it comes to literacy and math. They may not show their gifts when asked to take a written test or read a lengthy text, but their gifts will shine in other areas of life. They will need perseverance and grit to be successful!

To understand ALLIES and the tremendous work and passion of our Therapists and Professors, one must understand Dyslexia, Dysgraphia, Dyscalculia and the co-morbidities that accompany each. For more information please go to www.BrightSolutions.US, www.learningally.org, and www.understood.org.

--Need to allow students to practice skills learned in Take Flight Language Therapy in text at their instructional level. Due to the nature of CKLA, combined with our students inability to decode at the same level that they comprehend the written word, our students have been listening to stories read aloud for 3 years with little to no 'time in text' used to practice what they are learning in therapy. Due to this discovery, students will now spend direct instructional 'time in text' guided by trained ELA Professors.

--Need to continue to foster a high level of comprehension skills and vocabulary acquisition. Comprehension and Vocabulary using the CKLA Curriculum will be taught by an Hourly Reading Tutor paid with ESSER funds.

--Need to ensure all students receive a full 50 minutes of required Take Flight Language Therapy. We have eliminated recess from our last hour of the day to ensure the last block of students gets the full 50 minutes of Take Flight Therapy.

--Need to increase fidelity, goal setting and teacher supports in place during on-line intervention programs in the blended learning lab. Using Lexia / Core 5 we strive to ensure all grades are moving through the maximum levels possible, 5 days/week. Lexia "Lessons' ' are now completed with students when they are 'stuck' on a level and use of spelling accommodations are used to curb avoidance and shut down. The online blended learning lab coach will create a positive reinforcement system for students immersed in Lexia Core 5 in order to increase the number of levels passed, increase number of certificates and therefore increase engagement and learning in Lexia Core 5. In ST Math (Spacial Temporal Math) we will ensure all grades are getting the maximum min/day, 5 days/week.

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: Rebecca Thompson

| Action Plans: 3 | Projects: 14 |

Action Plans 4.1 ⬚ Progress 0%

School Safety and Climate

HRS: Safe, Supportive and Collaborative Culture

	%	#
● Status Pending	100.0	4

Measuring the Goal:

Establish and maintain a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways.

The culture and climate of ALLIES will reflect high levels of: growth mindset among students and staff, staff support, Capturing Kids' Hearts strategies, and PBiS strategies.

By May 2022, ALLIES will resurvey appropriate stakeholders in High Reliability Schools (HRS) level 1 with an expectation of 90% or above on all survey items. This represents a safe, supportive, collaborative school culture and climate, and this aligns with the projects for this action plan. ALLIES achieved certification in HRS Level 1 in 2019-2020. It is an expectation to collect ongoing data to maintain certification.

By May 2022, students at ALLIES will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CULTURE as assessed by a variety of measurement tools such as positive referrals, discipline referrals, growth mindset surveys and climate and culture surveys.   The desired outcomes are:

--An increase in positive referrals to reach a number of 240 positive referrals in one year.

--A reduction in discipline incidents from 2020-2021 by 5%.

--A narrative analysis will show a student's Growth Mindset increased from BOY to EOY.

--Increase the number of positive reinforcement strategies for staff members will be increased from 2x a month to 3x a month.

--Using the capability of our newly hired Dean position, increase SEL training in areas that support our students emotionally and behaviorally (In Focus Curriculum) to one training per month.

--Increase the number of and consistency of Capturing Kids' Hearts strategies utilized in each classroom. Checklists will be utilized to determine increased and consistent use of the strategies in each classroom from BOY to EOY.

--Students will be immersed in a culture of Growth Mindset to curb the avoidance strategies that are prevalent in students with Dyslexia, Dysgraphia and Dyscalculia. Utilizing strategies in every classroom from the Growth Mindset book study we will continue to cultivate a culture that rewards and celebrates the 'desire to try' and to 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities.

--Checklists will be utilized to determine increased use of Growth Mindset strategies in each classroom to ensure strategies will be used each month in every classroom 100% of the time.

--Increase use of PBiS philosophies and practices across all grade levels to positively reward these Growth Mindset behaviors and positive choices of students.

--Based on the study of Growth Mindset and understanding of the brain: brainboosting activities (exercise, airwriting, yoga, thankfulness, etc.) will be increased to a 2x per week expectation and will be used on Mindful Monday and Workout Wednesday to determine if there is a difference in attentional ability.

Owner: Rebecca Thompson

Projects: 4

Leadership

Associated Root Cause(s)
Safe, Supportive and Collaborative Culture

Local Accountability Indicator Area
School Culture
Safety and Security

Projects 4.1.1

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 0%

Growth Mindset:

Sustaining a Growth Mindset Culture and Growth Mindset Data Collection

Students will be immersed in a culture of Growth Mindset to curb the avoidance strategies that are prevalent in students with Dyslexia and Dysgraphia and with Dyscalculia. Utilizing strategies in every classroom from the Growth Mindset book study we will create a culture that rewards and celebrates the desire to try and to 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities. Based on the study of Growth Mindset and understanding of the brain: brain-boosting activities (exercise, air-writing, yoga, etc) will be used twice a day on Workout Wednesdays to determine if there is a difference in attentional ability.

Steps to Success:

1. Students will be immersed in a culture of Growth Mindset to curb the 'avoidance strategies' that are prevalent in students with Dyslexia, Dysgraphia and Dyscalculia.   Utilizing strategies in every classroom from the Growth Mindset book study we will create a culture that rewards and celebrates the desire to try and to 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities. Checklists will be utilized to determine increased and consistent use of Growth Mindset strategies in each classroom.

2. Based on the study of Growth Mindset and understanding of the brain: brain-boosting activities (exercise, air-writing, yoga, thankfulness journaling, etc) will be used twice a week on Mindful Monday and Workout Wednesday to determine if there is a difference in attentional ability.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/11
- Train new staff in Growth Mindset using Growth Mindset Bookstudy (3 Books)
- BOY PD includes numerous dialogues / activities / videos around Growth Mindset
- Staff Meeting #1: create common language and calendar of GM monthly activites
- Administer BOY Growth Mindset Survey
- Create Growth Mindset goals
- Follow schedule of monthly activities / scheduled Growth Mindset Days
- Include Growth Mindset video/meme/slide in each weekly parent newsletter
- Create Growth Mindset awards based on accomplishing Growth Mindset goal accomplishments
- Administer EOY Growth Mindset Survey

- Utilize "Mindset Mondays" in math classrooms to help students discuss using a Growth Mindset in a variety of areas (reading, math, sports, life, etc.)
- Allow 5th grade students who are in "Take Flight Transition Class" to become "Math Mentors" for younger students

Plan Details

Growth Mindset / Grit & Resilience Surveys will be used in BOY and EOY to determine if growth is made in students perceptions and resilience.

Projects 4.1.2

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Positive support of staff:

Establish and maintain a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways. We provide training in areas that support our students emotionally and behaviorally. We must dialogue about these issues as much as we do the issues of learning. We show our staff true appreciation and we highlight the fact that teaching at ALLIES is not easy work but is rather rewarding work. It requires teachers who will not give up on students as they make very small steps in their learning each day. We will continue to uphold a culture of Capturing Kids' Hearts as both a zone initiative and a foundation that is necessary for the emotional safety of our students.

Steps to Success:

1. Increase the desire for students to earn Shield Tickets in PBiS by surveying students in their desires / love language while increasing staff use of this positive reinforcement.

2. Increase the number of positive reinforcement strategies from 2x a month to 3x a month.   Survey staff to determine individual desires for positive reinforcement.

3. Hire a full time Dean to support students in emotional needs, behavioral choices and consistent learning or consequences.

4. Utilize Capturing Kids Hearts walkthrough form to determine needs for improvement and then provide training in areas that support our students emotionally and behaviorally.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/4
- Hire a full time Dean to support students in emotional needs, behavioral choices and consistent learning or consequences.
- Increase the desire for students to earn Shield Tickets in PBiS by surveying students in their desires / love language while increasing staff use of this positive reinforcement.
- Increase the number of positive reinforcement strategies from 2x a month to 3x a month. Survey staff to determine individual desires for positive reinforcement.

- Utilize Capturing Kids Hearts walkthrough form to determine needs for improvement and then provide training in areas that support our students emotionally and behaviorally.

Plan Details

Each week there is a "positive support item" for staff. This is to honor staff for the incredible emotional and physical effort it takes to serve an entire population of children with academic and emotional issues. In addition, thank you notes and 'thank you emails' are abundant throughout each week in order to communicate to staff the incredible work that they are doing and to uphold their positive outlook on their work. Many times these emails contain a forwarded email of praise or support from a current parent or a visitor who toured our school from a neighboring district.

Projects 4.1.3

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Capturing Kids Hearts (CKH) and Positive Behavior Intervention Support (PBiS):

Establish and maintain a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways. We provide an abundance of training in areas that support our students emotionally and behaviorally. We must dialogue about these issues as much as we do the issues of learning. We show our staff true appreciation and we highlight the fact that teaching at ALLIES is not easy work but is rather rewarding work. It requires teachers who will not give up on students as they make very small steps in their learning each day. We will continue to uphold a culture of Capturing Kids Hearts as both a zone initiative and a foundation that is necessary for the emotional safety of our students.

Steps to Success:

Continue to uphold a culture of Capturing Kids Hearts as both a zone initiative and a foundation that is necessary for the emotional safety of our students.   Increase the number of and consistency of Capturing Kids Hearts strategies utilized in each classroom.   Checklists will be utilized to determine increased and consistent use of the strategies in each classroom.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/2
- Introduce CHK checklist in BOY PD and have staff self reflect on strengths and next steps
- Utilize the CKH checklist to help increase use of all strategies with students in all environments

Plan Details
Professors and Therapists will continue to provide a culture of kindness, patience and relationship building. We will revisit CKH and PBiS and improve our CKH and PBiS philosophies and practices each year.

Projects 4.1.4

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Social-Emotional Learning:

Using the capability of our newly hired Dean position: provide students with training and follow through in areas that support our students emotionally and behaviorally: "In Focus" SEL Curriculum

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/4
- Dean of Students will attend training in "Kelso's Choices"
- Dean of Students will attend training in "Zones of Regulation"
- Dean of Students will present "Kelso's Choices" training to students in grades 2 - 5 and will utilize this language when working through discipline issues with students
- Dean of Students will present "Zones of Regulation" training to students in grades 2 - 5 and will utilize this language when working through behavioral issues with students

Action Plans 4.2 ⬦ Progress 0%

Academic Performance

HRS: Effective Teaching in Every Classroom

HRS: Guaranteed and Viable Curriculum

Measuring the Goal:

<u>Mathematics</u>

By May 2022, students at ALLIES will show evidence of growth in mathematics from Fall to Spring each year as measured by STAR 360. The goal is for the SGP Star Math average for all ALLIES students to fall between the 35th and 65th percentile.

Curriculum Based Measures (CBM Math) will be utilized for IEP students, and we will determine specific goals as we learn more about this measure.

This goal was determined after reviewing math trend data for the past three school years that indicated an increased need for effective teaching and guaranteed and viable curriculum.

<u>Reading</u>

By May 2022, students at ALLIES will show evidence of growth in reading from Fall to Spring each year as measured by STAR 360. The goal is for the SGP Star Reading average for all ALLIES students to fall between the 35th and 65th percentile.

By May 2022, students at ALLIES will show evidence of at least one year of growth in reading from Fall to Spring each year as measured by Acadience Reading, and Aimsweb.

This goal was determined after reviewing ELA trend data for the past three school years that indicated an increased need for effective teaching and guaranteed and viable curriculum.

Owner: Rebecca Thompson

Projects: 8

Associated Root Cause(s)
Effective Teaching in Every Classroom

Local Accountability Indicator Area
Student Learning

	%	#
● Status Pending	100.0	8

Academic Achievement ELA

2019-2020: Achieve a percentile rank of at least 15 in ELA achievement to receive a rating of Approaching.
2020-2021: Achieve a percentile rank of at least 25 in ELA Achievement to receive a rating of Approaching

Action Plans 4.2 Academic PerformanceHRS: Effective Teaching in Every ClassroomHRS: Guaranteed and Viable Curricul...

Owner: Eric Maliepaard
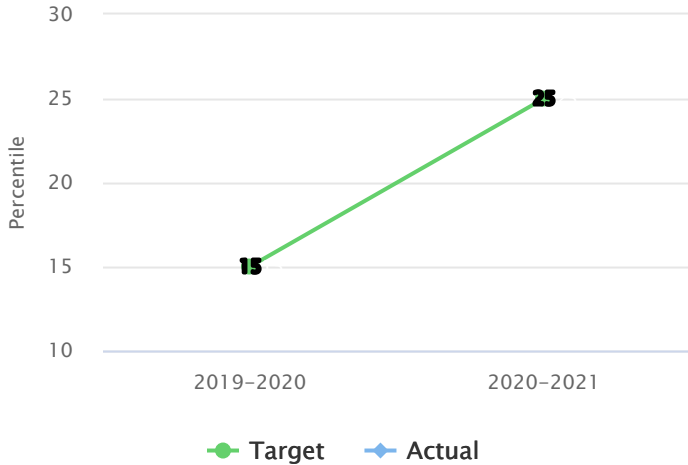
Academic Growth in Math

2019-2020: Achieve a percentile rank of at least 40 in Math Growth to receive a rating of Approaching
2020-2021: Achieve a percentile rank of at least 50 in Math Growth to receive a rating of Meets

Action Plans 4.2 Academic PerformanceHRS: Effective Teaching in Every ClassroomHRS: Guaranteed and Viable Curricul...

Owner: Eric Maliepaard
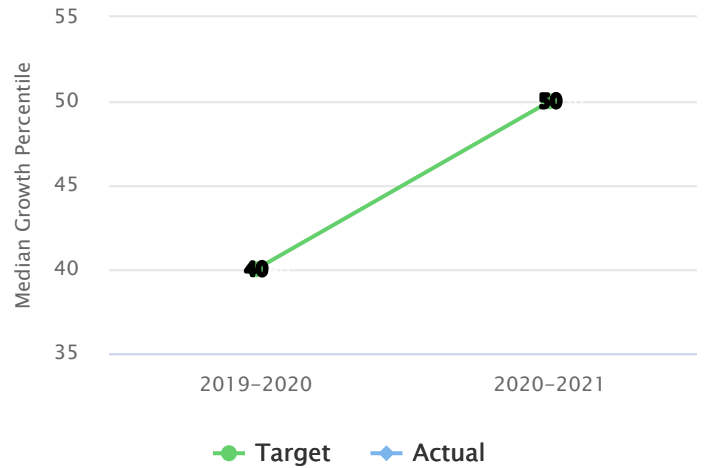
Academic Achievement in Math

2019-2020: Achieve a percentile rank of at least 25 in Math achievement to receive a rating of Approaching
2020-2021: Achieve a percentile rank of at least 15 in Math Achievement to receive a rating of Approaching

Action Plans 4.2 Academic PerformanceHRS: Effective Teaching in Every ClassroomHRS: Guaranteed and Viable Curricul...

Owner: Eric Maliepaard
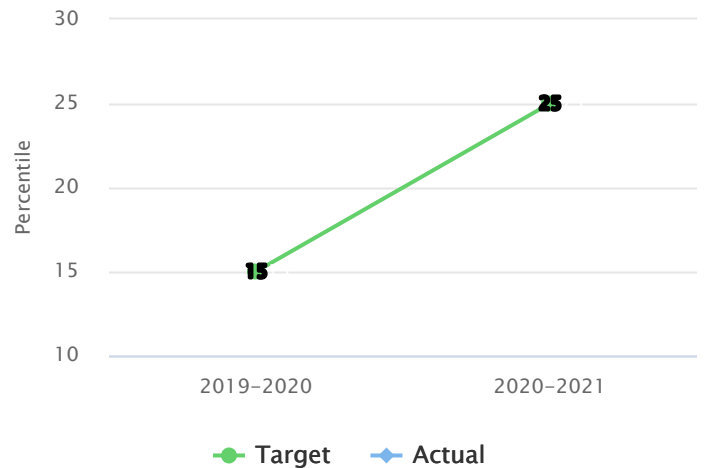
Projects 4.2.1

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 0%

ELA and MATH Professional Learning Communities:

ELA and Math professors now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to utilize PLC time in the day. ELA Professors are servicing over 60 students and will now be allotted one planning day per month to plan for more direct instruction, data collection, data evaluation and goal setting. This will result in increased PLC time and therefor an increase in depth of learning and growth from this professional learning community.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/4
- Administration will create intentional PLC agendas to utilize with ELA and Math Professors every other week
- Administration and ELA / Math Professors will create data wall / data charts using BOY / MOY / EOY scores from DIBELS and STAR 360 Benchmark Assessment
- Math Professors will utilize Fluency Fridays to set goals and track growth in foundational math skills
- Math Professors will utilize Moby Max and Moby Max Folders to set goals and track growth in fact fluency math skills

Projects 4.2.2

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 0%

Non-fiction Reading & Writing:

We will delve deeper into the use of Non-Fictional text in reading and therefore responding to text in writing. We will also increase the detailed analysis of our quarterly writing assessments and therefore the rigor of what we teach in the classroom during writing blocks.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/3
- Purchase non-fiction text books or other applicable resources for our bookroom
- Train teachers in how to teach "Responding to Text" and how to assess for success in Responding to Text
- Analyze first QWA (Quarterly Writing Assessment) and determine yearly goals for each student based on their ability to 'Respond to Text' in the QWA

Projects 4.2.3

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Time in Text:

Due to the nature of CKLA combined with our students inability to decode at the same level that they comprehend the written word, our students have been listening to stories read aloud for 3 years with little to no 'time in text' used to practice what they are learning in language therapy. Due to this discovery, students will now spend direct instructional time in text guided by trained ELA Professors.   Comprehension and Vocabulary using the CKLA Curriculum will be taught by a Reading Tutor.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/4
- Create a resource for ELA Professors to choose specific print materials for students in which to practice the skills they learn and to generalize skills into reading of authentic text
- Train ELA teachers in best practices and. instructional methods in the areas of vocabulary, comprehension and fluency
- Determine the essential skills / vocabulary/ lessons / standards to be taught by the Reading Tutor using CKLA materials
- Determine the essential skills list for each grade utilizing the STAR 360 reading test as a guide

Projects 4.2.4 ⚠️ 1 🗩

Aug 02, 2021 - May 27, 2022 | Status Pending | Progress 0%

Math Best Practices & Curriculum Pacing:

ALLIES math dept. will utilize the support of Curtis Turner (Zone Math Coach) at a higher level in PLCs to increase our understandings and use of best practices. Together with Curtis we will insure that our Math scope and sequence narrows our field of teaching to that which we can accomplish in one year looking carefully at the balance of mastery of grade level standards and the need to support foundational skills.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/3
- With the guidance of our Zone Math Coach, Math Professors will determine the most effective interventions for each grade level
- With the guidance of our Zone Math Coach, Math Professors will determine the obstacles to the progress they desire for each grade, the root cause of each obstacle and how to overcome the obstacles
- Math Professors will determine essential skills for each grade level and create a scope and sequence to address those skills

Projects 4.2.5 🗩

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 0%

Math Intervention:

ALLIES math interventionist will work closely with Curtis Turner (Zone Math Coach) to create a program that moves our most struggling students in the area of math to new levels of achievement and growth as measured in math confidence, use of accommodations, local measures (STAR 360 Math) and state measures (CMAS Math).

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/1
- ALLIES Math interventionist will meet with the Zone Math Coach twice per quarter to ensure that the interventions are consistent and quality and helping to increase math scores

Projects 4.2.6

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 0%

Dyscalculia Training:

We will study Dyscalculia using the teachings offered in the Marylyn Zecher 3 day class in Dyscalculia to determine ways to reach students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/3
- Math Professors will take the Marilyn Zecher class in Dyscalculia
- Math Professors will screen each child for Dyscalculia
- Math Professors will utilize tools given by Marilyn Zecher in their classrooms, especially with students who have been identified with Dyscalculia through the Dyscalculia screener

Projects 4.2.7

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 0%

Dyscalculia Observations & Conferences:

Math Professors, ALLIES Director and the Special Education Professors will visit other schools created to serve students with Dyslexia and attend conferences focused on the support of Dyscalculia in order to learn more about the support needed to increase mathematical learning for students with Dyscalculia.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/2
- Locate and visit schools in Colorado with a focus on Dyslexia to observe math programs and dialogue about best practices
- Locate and attend professional development opportunities / conferences centered around Dyscalculia

Projects 4.2.8

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Dyscalculia Screening Tool:

Using a new Dyscalculia Screening Tool developed in Australia, students will be screened and placed in one of 4 mathematician groups [gifted, average, struggles based on Dyslexic co-morbidities and struggles based on Dyscalculia] for more targeted instruction and intervention.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/4
- Math Professors will group students into 4 groups to offer more specialized support and instruction: Dyscalculic/SpEd, Dyslexia Impaired, Average, Gifted
- Math Professors will work with specific leveled groups each Friday to better align teaching to a variety of levels
- Math Professors will track Star 360 Math data side by side with these categories to determine if there is a correlation
- The two lowest groups (students w/ struggles based on Dyslexic co-morbidities and struggles based on Dyscalculia) will work with the Math Interventionist

Action Plans 4.3 🗨 Progress 0%

Personalized Learning Opportunities

HRS: Standards Referenced Reporting

HRS: Competency Based Education

Measuring the Goal:

Our overall state data continues to show lower Achievement Scores' but exceptional 'Growth Scores'. We have found it difficult to measure differences in achievement/growth and find root causes for specific subgroups due to our low number of students in each area. Our local assessment data indicates similar achievement data and continuous growth.

We are better able to differentiate achievement and growth as we look at students through the lens of their year in the Take Flight Therapy program. In Year 1 students often plateau or decline in their achievement scores as we rewire the synapses in the language centers of the brain. In Year 2 and Year 3 of the program, students begin and continue to show tremendous growth while still limited achievement scores can be seen.

ALLIES will 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, AIMSweb, WIDA, etc.).

The desired outcome is for every student to demonstrate personal growth that leads toward mastery of standards in all content areas.

Students will begin to set goals and track growth in the areas of :

Reading: phonemic awareness, phonics and fluency

Writing: organization and fluency in writing and responding to text in writing

Math: use of self-accommodations and fact fluency

By May 2022, 95% of ALLIES students will have completed the goal-setting and reflection process for the current school year for three areas-- Take Flight therapy, math, and ELA.

By May 2022, ALLIES administration will create a system for identifying student subgroups and analyzing data per each subgroup. Administration will then be able to set specific goals and intervene for subgroups.

Owner: Rebecca Thompson

Projects: 2

Associated Root Cause(s)
Guaranteed and Viable Curriculum

Local Accountability Indicator Area
Student Learning

Projects 4.3.1

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Subgroup Data:

Analyze data in subgroups based on local data. (We have been unable to analyze this data from CMAS reporting due to low n's. We will attempt to analyze data, determine root causes and intervene for subgroups based on local data taken within the school.

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/3
- Look for trends in subgroup scores based on local data (Star 360, DIBELS, AIMSWEB, Take Flight Progress Monitoring, etc)
- Identify root causes for each trend / subgroup.
- Create intervention / solution to address root cause of each negative trend for each subgroup

Projects 4.3.2

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Student Goal Setting & Personal Growth:

The desired outcome is for every student to demonstrate personal growth that leads toward mastery of standards in all content areas.

Students will begin to set goals and track growth in the areas of :

Reading: phonemic awareness, phonics, accuracy, fluency, or responding to text.

Writing: fluency in writing and responding to text

Math: self-accommodation strategies (use of the appropriate tool for the appropriate need) and math fluency

Owner: Rebecca Thompson

Checklist (Equal Weighting) : 0/5
- Students will set Reading Growth Goals based on their BOY scores in phonemic awareness, phonics, accuracy or fluency
- Students will set Writing Growth Goals based on their BOY scores in sentence structure, sentence fluency, organization and responding to text questions
- Students will set Math Growth Goals base on their BOY scores in math fluency
- Students will monitor their progress towards these goals in MOY (Middle of Year) and EOY (End of Year)
- Professors, CALTs (Certified Academic Language Therapists) and Administrators will celebrate growth toward goals

School 5   🗩   `Progress 0%`

Inspiration View Elementary School

School Overview:

Inspiration View Elementary School (IVES) is located in Eastern El Paso County in School District 49. Opened in the fall of 2019, IVES is a rapidly growing public elementary school serving approximately 550 students in grades Pre-K-5 at the start of 2021. Students come to IVES from a variety of cultural backgrounds. Approximately 33% of the students are eligible for free/reduced lunch. IVES has an ELL program with 15 students identified as a second language learner. In addition, 84 students have an Individualized Educational Plan. At Inspiration View Elementary School, all students are inspired to develop their passions and talents through an arts integrated approach to learning. All students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students participate in Art, Music, PE, Library and Drama classes at IVES.

Inspiration View Elementary School currently does not have an Academic Achievement or Academic Growth rating in a School Performance Framework from the Colorado Department of Education. Because the school opened in the 2019 - 2020 school year, there was no state assessment data due to the impacts of the pandemic on schools for either the 2019- 2020, nor the 2020- 2021 school years. Local data is considered for the purposes of this plan.

Assessment Participation:

As stated above, Inspiration View Elementary School does not have a school performance framework rating. In the 2020-2021 school year, IVES had minimal participation for state testing, less than 15%. As a school, 100% of students in grades K-5 will complete Star 360 assessments in ELA and Math three times per year starting in 2021. This previous year, Star 360 testing was limited to students in grades 3-5. Additionally, 100% of students in grades K-5 participated in Acadience Reading assessments at least three times this past year. Going forward, K-3 students will participate in Acadience Reading benchmark testing and progress monitoring.

Process and Stakeholder Involvement:

The Inspiration View Elementary School Building Leadership Team (BLT) 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 Dean, Counselor, Assistant Principal and Principal. As a team, we meet to analyze data, identify needs and challenges, and isolate root causes. The BLT members share the information with their grade level teammates and departments during Professional Learning Community (PLC) meetings, and communicate questions or concerns back to the BLT. Further input and data review is conducted to further analyze data sources from parent perspective, the School Advisory Committee (SAC), the District Assessment Coordinator, and elementary staff. Our data is presented in multiple ways to identify curriculum and instructional needs, subgroup needs, trends and possible root causes. The Administration and SAC meet quarterly to review the Improvement Plan, to analyze interim benchmark data, and make adjustments to the action steps as necessary. The SAC will review the final improvement plan for the 2021-2022 and 2022 - 2023 school years by September 10, 2021.

Data Review and Identified Opportunities for Improvement:

As stated, Inspiration View Elementary School does not have historical CMAS data and has relied on local assessment data to evaluate growth and achievement. Local assessment data from 20-21 indicate strong achievement and growth in reading. STAR 360 data from 2020- 2021indicated that students exceeded the state and district proficiency rates and student growth percentiles in reading. 66.2% of students had typical or high growth. Math data indicated an increase in proficiency in grades 4 and 5, but

a decline from mid year to end of year in 3rd grade. Acadience Reading scores were encouraging given the impacts of the pandemic. Most grade levels saw high growth over the course of the school year, with four of six grade levels showing high levels (70% or higher) at or above benchmark. Attendance and the inconsistent learning format (in person to remote) contributed to lower than expected achievement and growth. Student attendance was severely impacted in the 2020-2021 school year due to the pandemic.Students at Inspiration View Elementary School received in person instruction a maximum of 69% of the 2020- 2021 school year in quarters 1-3, and had a minimum of 31% of the time online. Overall, student attendance for IVES students averaged 93% with 59 students (14%) missing 10 or more days of school Q1-3. While these rates improved in quarter 4, percentages do not include individual impact to classes. As a new school without historical data to show valid and reliable trends in growth and achievement, IVES is looking forward to our first "normal" year as a school to have dependable data.

2021-2022 Beginning of year data:

Beginning of year Acadience Reading data indicates that in grades K-3, 21% of students scored Well Below Benchmark, 13% Below Benchmark, and 66% At and Above Benchmark. Star 360 Reading beginning of year data for 21-22 indicates a percentile rank (PR) above 50 at 50%, and 50% below a PR of 50. Star 360 Early Literacy beginning of year data for 21-22 indicates a PR above 50 at 31%, and below at 66%. Kindergarteners and First Graders mostly comprise Star 360 Early Literacy data at the beginning of the year. Star Math beginning of year data for 21-22 indicates a PR above 50 at 34%, and 40% below.

Given the challenges of the last two years, opportunities for improvement in the areas of attendance, math, reading, and school engagement.

Root Cause Identification and Verification:

After careful analysis of a variety of data sources and input from the Inspiration View Elementary School (IVES) Building Leadership Team (BLT) and input from parents, we identified and verified the following root causes:

1. Culture and Safe Climate- IVES opened in 2019-2020 and had three quarters in person learning before being required to transition to emergency remote learning in the 4th quarter. This disruption continued into the 2020-2021 school year. The school needs to continue to create traditions, build relationships among staff, students, and families, and improve communications. As the school continues to grow, IVES will need to reevaluate and refine safety procedures, and opportunities for voice, choice, and engagement among the IVES staff, students, and families.

2. Academic Performance- IVES needs to equip and support staff for success. Teachers and paraprofessionals need training, resources, and systems for monitoring and using data to inform instruction through Professional Learning Communities (PLC).

3. Personalized Learning- As a new school, staff needs time and development to deepen understanding of our knowledge based program (ie. CKLA), approach to arts integrated instruction, and inclusive practices, as well as use of data to inform instructional practice and grouping to accelerate the closing of instructional and learning gaps.

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: Pam Holloman

| Action Plans: 3 | Projects: 10 |

Action Plans 5.1   🗏   Progress 0%

Promoting Positive School Culture and Safety

To build a safe, supportive, caring, and positive school culture at IVES that is reflective of the d49's cultural compass, IVES will increase collaboration and communication among IVES staff, students, and families.

Positive relationships are proven to be critical in building a strong organization. These are only established in a culture and climate of safety and trust. This goal was determined after reviewing IVES mission and vision, the HRS Level 1 survey data, Zone principal evaluation tool, and feedback from the community.

By May of 2022, 76% of students or higher will indicate that they feel safe at school according to question 12 on the district Culture and Climate Survey, and parents will respond with an average score of 7.6 or higher on question 12, "I feel my child is safe at school".

By May of 2023, 81% of students or higher will indicate that they feel safe at school according to question 12 on the district Culture and Climate Survey, and parents will respond with an average score of 8.0 or higher on question 12, "I feel my child is safe at school".

Owner: Pam Holloman

Projects: 3

	%	#
● Status Pending	100.0	3

Associated Root Cause(s)
Culture and Safe Climate- IVES opened in 2019-2020 and had three quarters in person learning before being required to transition to emergency remote learning in the 4th quarter. This disruption continued into the 2020-2021 school year.

Local Accountability Indicator Area
School Culture
Safety and Security
Leadership

Projects 5.1.1

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Safety Procedures Revision

To ensure the physical safety of all students, staff, and visitors,
Inspiration View Elementary School will examine current
practices, and revise as needed to accommodate growing IVES
Campus in a normal, non-COVID school year.

Owner: Pam Holloman

Checklist (Equal Weighting) : 0/4
- Building leadership team will review and revise
  current practices
- Publish and train on school safety expectations
- Include information in family handbook and school
  website on school safety expectations and
  practices
- Timely reminders of IVES safety expectations
  (within school and on and around school grounds)

Resources
D49 alert system; Administrative team; School leadership team;
Other communication methods (email, phone blast, etc.)

Projects 5.1.2

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Strong Communication and Standing within the Community

In an effort to create strong communication between all members of Inspiration View Elementary School the use of multiple platforms will be initiated. Further efforts also include the creation and frequent use of a newsletter to aid in exploring IVES day to day activities, frequent updates to social media platforms such as Facebook, Instagram, and Twitter.

Owner: Pam Holloman

Checklist (Equal Weighting) : 0/8
- Survey to determine stakeholder preferred communication method
- Trainings on various communication platforms
- Establish calendar for communications
- Establish responsible person(s) for communications
- Establish Stipend and responsibility criteria for social media and communications manager
- Implementation of high expectations for staff to family communication frequency and quality (e.g. newsletters, email blasts, etc.)
- Develop protocol for submitting posts for IVES platforms
- Engage D49 Communications department for regular IVES features

Resources
D49 Black Board; Stipend, Communication platforms (Class Dojo, etc), social media (website, Facebook, Twitter, etc.), newsletters (Canvas)

Projects 5.1.3

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Stakeholder Voice and Collaboration

To continue to build and enhance a strong culture of collaboration at Inspiration View Elementary School, further efforts to increase student and family input will be initiated through various avenues.

Owner: Pam Holloman

Checklist (Equal Weighting) : 0/7
- Annually administer and review data from District 49 School Safety Survey
- Annually administer and review data from Student Interest Survey
- Annually administer and review data from Parent Interest Survey
- Create School Accountability Committee (SAC)
- Increase membership of Parent Teacher Organization
- Increase opportunities for families to engage in activities at IVES
- Create Student Creativity and Imagination Team (SCIT), a group of students who advises the principal

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Action Plans 5.2   1   Progress 0%

	%	#
● Status Pending	100.0	4

Academic Performance

By May of 2022, teachers average collectively at Inspiration View Elementary School will average 3.24 of proficiency measured by their proficiency rating on Marzano's Focused Teacher Evaluation Model.

By May of 2022, 65% or higher of students will make typical-high growth, above 50th percentile, from BOY- EOY.

Primary Literacy Goal:

By May 2022, 79% of students K-3 at Inspiration View Elementary School will score at or above benchmark measured by Acadience Reading for well above average progress. Beginning of year 2021, 66% of students scored at or above benchmark.

By May 2022, IVES will reduce the percentage of students scoring well below benchmark on Acadience Reading from 21% K-3 to 12% K-3 for well above average progress.

Owner: Pam Holloman

Projects: 4

Associated Root Cause(s)
Academic Performance

Local Accountability Indicator Area
Student Learning

Projects 5.2.1

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Teacher Effectiveness

Teacher effectiveness will improve through observation and feedback, job embedded and building professional development, and collaborative planning and peer observation.

Owner: Pam Holloman

Checklist (Equal Weighting) : 0/8

- A PLC Calendar will be created to include a rotation of Reading, Math, Behavior, and MTSS.
- A PLC Template will be developed for use at PLC Meetings.
- Teachers will be trained on how to examine and use data to make instructional decisions.
- Administrators will engage in regular observations and feedback with teachers following the Power Zone Evaluation expectations.
- A schedule will be developed for teachers to collaboratively plan across disciplines including grade level, studio, and individualized instruction teachers (CLDE, SPED, etc).
- Staff meeting content will focus on professional learning.
- PLC Structure will include instructional strategies, and opportunities to improve instruction through structures like Plan, Do, Study, Act.
- Teachers will participate in instructional rounds based on a problem of practice or teacher growth area.

Resources

Job embedded PD, all staff PD on district PD days, PD presented at regular bi monthly staff meetings, guest teachers to cover classes to allow for Instructional Rounds. Induction Committee and monthly meetings for teachers in the D49 induction program.

Projects 5.2.2

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Professional Learning Communities (PLC)

Increasing Academic Performance through building staff instructional toolkits in job embedded PD, Utilizing Data Within Professional Learning Communities(PLCs) and Multi-Tiered Systems of Support (MTSS)

Owner: Pam Holloman

Plan Details
Beginning September 2021 - May 2022, 100% of IVES' student academic and behavior concerns will be discussed in PLCs and recommended for MTSS based on data from implemented interventions.

100% of teams will meet weekly for PLCs and monthly for MTSS as determined by data.

Beginning September 2021 - May 2022, Grade level teams will meet weekly for PLCs to review the data, address concerns, and plan appropriate interventions in the areas of Reading, Math, and Behavior. After data has been gathered for 6 weeks students who have not shown growth will be referred to the MTSS process.

Beginning September 2021 - May 2022, Instructional Strategies and Interventions will be taught and modeled at grade level PLCs, staff meetings, and official PD days.

Implement a four week rotation with each grade level K-5: PLC/ Reading, PLC/Math, PLC/Behaviors, MTSS. Personalized intervention plans will be designed for each student to address identified areas of need in Reading, Math, and Behavior.

Resources
Electronic folders, library of interventions and materials.

Projects 5.2.3

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Positive Behavior Intervention Support Program - A positive school climate and culture leads to greater academic performance and personal growth.

Owner: Pam Holloman

Plan Details

By September 2021, Actor's Daily Toolbox will be implemented daily in 100% of classrooms.

By September 2021, all IVES teachers will have been trained in Capturing Kids' Hearts (CKH).

By November 2021, all IVES teachers will be trained in Restorative Practices Circles.

By September 2021 Student and staff IVES Flyer Celebrations will be implemented 1x a week.

By October 2021CKH greetings and affirmations will be implemented in 100% of classrooms daily. Restorative practice circles will be implemented as needed in all classrooms.

By May 2022, 90% of staff will determine that the school culture has improved over the course of the year based on the things we can control as determined by the end of year VOW survey and school specific survey.

By May 2022, 90% of students will indicate that they feel affirmed and valued at IVES through an MOY and EOY school survey for grades 3rd-5th.

Continue our FLYER Punch Cards, Continue our Pegasus Award, Continue our Staff Celebrations. Implement our FLYER PBIS acrostic providing BOY training and reminders throughout the school year. Actor's Toolbox Training, CKH training for new teachers, Restorative Practices Circle Training for all teachers.

Resources

PBIS Committee, BOY trainings in CKH, Actor's Toolbox, Restorative Practices, Surveys

Projects 5.2.4

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 0%

Primary Literacy

Reading is fundamental. In D49 and Colorado, reading by third grade is a foundational requirement that sets students on a path of educational success.That path was blocked by many obstacles in the 19-20 and 20-21 school years.

According to 21-22 school year beginning of year Acadience Reading data, 21% of students at IVES in grades K-3 have a significant reading deficiency. In order to make well above average progress to reduce the percentage of students with a significant reading deficiency, IVES will reduce that percentage to 12% by the end of the school year.

Owner: Pam Holloman

Checklist (Equal Weighting) : 0/22

- Implement Focused Flyer Time an Intervention Block
- Conduct monthly PLC meetings focused on reading data and training
- Conduct training on running effective PLCs
- Train teachers on how to examine reading data to the individual student error pattern level
- Purchase additional reading intervention materials as needed as indicated by student data
- Train teachers in Colorado Emergent Literacy Scales (CELS) in order to assess and progress monitor students who cannot access Acadience Reading
- Utilize ESSER funds to hire a para-educator to assist with reading instruction
- Hire a full time highly qualified Library Media Specialist who will be a part of the Studio rotation
- Hire a Lead Reading Interventionist
- Provide Take Flight instruction to students who show characteristics of Dyslexia
- Create Pathways of Progress goals for, at minimum, students who score below and well below benchmark on Acadience Reading Benchmarks.
- Create and follow progress monitoring calendar
- Monitor progress monitoring fidelity
- Partner with the Children's Literacy Center to provide after school tutoring for students who barely score at benchmark and who score below benchmark
- Train staff on resources like Phoneme Grapheme Mapping, Sound Walls, SIPPS, and SPIRE
- Provide Work Sessions for READ Plan development
- Hire instructional coach
- Hire an additional reading interventionist
- Create course or opportunity to assist teachers in

completing Reading Teacher Education requirements of the READ Act.
- Provide work sessions to create Pathways of Progress Goals
- Review Pathways of Progress goals to ensure rigor is set to above average progress
- Identify and monitor reading goals in IEPs

Resources
Salary designation for Librarian, Reading Interventionist, Instructional Coach, reading interventionist and para-eduactor. Reading instruction and assessment resources. Time

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Action Plans 5.3 ⚠ 1 ▱ Progress 0%

	%	#
⬤ Status Pending	100.0	3

Personalized Learning

Inspiration View Elementary School will see continuous growth and achievement in all content areas from students across all subgroups (SPED, Gifted, CLDE, Minority, FRL) through the implementation of arts integration and inclusive practices as indicated on local and state assessments (CMAS, STAR 360, Acadience Reading, WIDA, etc.).

IVES students will see increased engagement in learning and decreased attendance and discipline incidents through the development and implementation of arts integration units across all content areas, social emotional learning, and an increase in student voice and choice in their learning as indicated on local and state assessments (CMAS, Star 360, Acadience Reading, WIDA, etc), student portfolios, attendance data, discipline data, referrals for education plans (IEPs and 504s).

By May of 2023, IVES will increase identification of gifted students from 1.1% to between 6-10% (National Association of Gifted Children reported national school average).

Owner: Pam Holloman

Projects: 3

Associated Root Cause(s)
School Culture Academic Performance Personalized Learning

Local Accountability Indicator Area
Student Learning
School Culture

Projects 5.3.1

Jun 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Arts Integration Program Development

100% of licensed staff will participate in the development and implementation of arts integration.

Owner: Pam Holloman

Checklist (Equal Weighting) : 0/16

- New Staff will participate in Introduction to Arts Integration Schoology Course.
- All staff will participate in arts integration professional learning provided by Focus 5- Arts Integration Consultants. Training subjects to be determined based on the academic data, and will include unit development training with assessment components included.
- All staff will participate in training on the Actor's Toolbox, from the book Acting Right by Sean Layne
- One more studio teacher than the number of classes in a grade level will be hired to implement the collaborative planning schedule, ie. If there are 4 first grade classes, 5 Studio teachers are needed.
- Develop a collaborative planning schedule. This schedule will benefit collaborative planning for Co-teaching as well.
- An arts integration specialist will be hired to provide job-embedded professional learning for staff, develop partnerships with regional arts organizations, and seek grant opportunities.
- IVES is a full partner in the Pikes Peak Arts Integration Collaborative (PPAIC) a regional partnership that enables IVES to be a Kennedy Center Partners in Education School. Participation in KC PIE requires attendance by an IVES school team to the Kennedy Center Annual Convening. IVES will send a small team to this meeting held at the Kennedy Center annually.
- Train staff on unit template
- Train staff on accessing Kennedy Center arts integration resources, Colorado Arts 360 resources, and regional partnership resources
- Attend Regional Arts Integration Conference
- Staff will participate in visits to other arts integrated schools
- Staff will be trained on Universal Design for Learning (UDL) and Co-teaching. This training will benefit the Inclusion Project as well. In building this capacity among teachers, staff will be able to increase voice and choice, engagement, and rigor in learning, while also attending to the personalized needs of each student.

- Platform for staff to access and house guaranteed and viable arts integrated curriculum units, ie. IVES Staff Google Site
- Platform to house student portfolios common to the zone
- Training in the development of student portfolios
- IVES will take part in activities and events sponsored by the PPAIC

Resources
Funding for arts integration, UDL, Co-Teaching PD, Full Time Arts Integration Specialist, Studio Teacher, In state and Out of state travel, Acting Right Resources

Projects 5.3.2 ⌐□

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Inclusive Practices to Provide a Continuum of Services

IVES will offer a continuum of services to address students with a wide range of learning challenges and disabilities. This approach requires addressing barriers that range from systemic challenges to individual environment challenges.

Owner: Pam Holloman

Checklist (Equal Weighting) : 0/27

- Create a Paraeducator Academy to equip Paraeducators to meet the demands of their position
- Adjust Educational Support Provider (ESP) calendar to allow para-educators to start work with licensed at the beginning of the year
- With ESSER funds, pay para-educators to return to work earlier than the published ESP calendar
- Adjust daily para-educator schedule to 8 am to 4 pm to allow time before and after school to check email, collaborate with teachers, and prep for students.
- Increase Paraeducator hours to 7.5 hours per day
- Pay paraeducators an additional $.50 per hour to reflect the work completed to address diverse student needs.
- Provide training to paraeducators throughout the year on topics such as: CPI, Toileting, Seizure, Medicare Recording and Tracking, Student Data Tracking, Seclusion and Restraint, and others as identified
- Include paraeducators in licensed staff training days, as appropriate
- Create a paraeducator schedule that provides paras an opportunity to work with a variety of students in the event of absences, yet also provides consistency.
- Create a "transition classroom" where the focus is on acquiring skills necessary to appropriately prepare students to access general education classrooms
- Ensure access for all licensed teachers, including Studio teachers, to Enrich in order to access IEP goals, accommodations and modifications
- Hire an inclusion consultant to provide staff with coaching, tools and resources to improve access to general eduacation
- Collaborate with district departments and personnel to identify and address training needs of IVES staff
- Purchase additional assessment tools, like the COACH (Choosing Outcomes and Accommodations for Children) and Brigance to

appropriately determine student skill levels

- Train teachers on CELS- Colorado Emergent Literacy Scales as a differentiated pathway to meet READ Act Benchmarking and Progress Monitoring requirements
- Train and implement Co-teaching
- Create and share usable data tracking forms that include modifications, accommodations, etc. with teachers and para-educators
- Conduct Instructional Rounds to share best inclusive practices
- Annually administer and analyze results of an Inclusive Practices Quality Indicator Survey
- Conduct trainings on differentiated instruction and Universal Design for Learning
- Visit and learn from schools with a successful inclusive approach
- Conduct parent opportunities to learn about the benefits of inclusive practices
- Conduct a book study with Paraeducators on The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms (Julie Causton-Theoharis, 2009)
- Train and conduct MAPS meetings for students to improve collaboration with families and across the school to meet student needs
- Annually send a team to attend the Conference on Inclusive Education sponsored by the PEAK Parent Center
- Create a collaborative planning schedule to ensure collaboration among grade level, studio, and special education and CLDE teachers.
- Provide training on writing inclusive IEPs

Projects 5.3.3

Jul 15, 2021 - Jul 15, 2023 | Status Pending | Progress 0%

Gifted Education

Currently, 1.1% of students at IVES are identified as gifted. This is below the national average of 6-10% for schools indicated by the National Association of Gifted Children. Because of Inspiration View Elementary Schools unique arts integration approach, IVES has the potential opportunity to identify in the areas of the arts, creativity and leadership. Current reading and math data indicate that IVES has untapped talent to be harnessed.

Owner: Pam Holloman

Checklist (Equal Weighting) : 0/8
- Reading and Math data will be regularly examined through PLC work to identify potential gifted students.
- Administration will meet monthly with the IVES gifted facilitator
- Administration will meet at least bi-annually with the District Gifted Coordinator
- 100% of third graders will take the CogAT universal screener
- The IVES Gifted Facilitator will attend district gifted meetings and trainings
- The IVES gifted facilitator will meet with teachers, parents and children to develop Advanced Learning Plans.
- Staff will be provided training in characteristics of Gifted learners, differentiation and other topics as need is determined.
- Additional staffing will be increased to a full time gifted teacher.

School 6 🗨 Progress 0%

Odyssey Elementary School

School Overview

Odyssey Elementary (OES) is located in Northeast Colorado Springs in Falcon School District 49. It is a Pre-K -5th-grade school serving a diverse population of approximately 400 students. At Odyssey Elementary School students are empowered to take ownership of their own learning through voice and choice. Teachers recognize that each student is an individual and they have to work to personalizing different paths for students. We currently have a teaching staff of over 30 dedicated and hardworking teachers and classified staff members. Students come to OES from a variety of cultural backgrounds. The school has approximately 50% of the students eligible for free/reduced lunch. OES is a Title I school. OES has a CLDE program serving students identified as second language learners. In addition, Odyssey has a Special Education Department that supports students with Individualized Educational Plan and one Significant Support Needs classroom that our Special Education team services. 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 social-emotional learning using the Leader In Me curriculum.

Notable recent changes: The 2020-21 school year was faced us with many challenges due to the COVID pandemic; however, we are continuing to provide quality instruction to in-person learners. In the 2020-21 school year we offered online learning options. The 2021-22 school year will not provide students with online learning options. We are in the seventh year of implementing the CKLA ELA program. We are in the fifth year of developing an intervention block that supports every child receiving extra support or enrichment in reading. We are entering our fifth year focusing on personalizing learning for all learners. We are entering our 2nd year as a Leader In Me School.

Assessment Participation: For the 2019-2020 school year we did not have any students participate in CMAS state testing due to COVID. For the 2020-2021 school year we had an "opt-in" option for state testing. We did not have a high enough percentage of students In order to meet state assessment participation of 95% of the school or more for the 2021-2022 school year we will implement the following strategies: 1) increase parent communication with personal phone calls 2) market and communicate the benefits of the results of state testing have for us. 3) Focus on finding ways to maintain in-person learning so students can show what they know after few interruptions to learning.

Process and Stakeholder Involvement: The Building Leadership team reviews building data annually to determine what areas of strength and weakness and to determine a root cause for areas where improvement is needed. The group of professionals consists of General Education teachers from each grade level, a Special Education teacher, paraprofessional, an Instructional Coach, Dean, Assistant Principal, and Principal. Observations are made and if programming changes need to occur. Data is shared with the staff as well as the School Advisory Committee made up of parents, teachers, community members, and administration. Our data is presented in multiple ways to identify curriculum and instructional needs, subgroup needs, trends, and possible root causes. Furthermore, the BLT meets with the SAC to share results and collect specific input and provide feedback. After reviewing the data the team provides input to see what areas in our previous improvement plan we have met or not met. We then look at why the action steps have not been met and determine if we want to work on those actions the next year. If we have met the action item to help the improvement strategies we analyze their effectiveness of them. In addition to analyzing action items to support improvement strategies, we look at the data and revise our improvement strategies if need be.

Data Review and Identified Opportunities for Improvement

We have two measures of data we analyze for each of our priorities at OES.

School Culture: Our school culture focus uses the Leader In Me MRA survey and District 49's VOW survey.

Personalization: This focus includes our individualized intervention for our students based on academic data. The ways that we track this data are through our online programs Lexia and ST Math. These programs support and align with our academic focus on literacy and math.

Lexia: Our Lexia data shows an overall decrease in "below" students. These students tend to move up to "proficient" or down to "well below". Students who were proficient began the 2020-21 school year at 24%, went increased to 37%. Students below proficiency from BOY to EOY for the 2020-21 school year decreased from 30% to 7% at EOY. Students well below proficiency at BOY increased at EOY from 41% to 55%. This is significant because our below students (middle data category) either went up in proficiency or they moved to "well below". Opportunities for improvement: 1) Utilize lessons for students that are stuck 2) celebrate student's achievement throughout the program.

ST Math: ST Math is the individualized math intervention for our students. We measure the success of this program by the percentage of completion. Students K-5 averaged 42% of ST Math completion. Our fourth-grade students completed 50% of the program. This is the highest completion percentage in our school. Kindergarten, first grade, and second grade completed between 40% and 49% of the program. Fifth grade completed 37% of the program and third grade completed 27% of the program. Opportunities for improvement: 1) provide individual reteach of lessons on areas students are struggling with.

Root Cause Identification and Verification:

After careful analysis by our SAC and building leadership team, we identified and verified root causes. These root causes were selected and verified through our Building Leadership Team and based on analyzing the progress of data (Acadience, Star 360, MRA, VOW, Lexia, ST Math). Based on the data and current practices, the root causes were determined as in following:

School Culture: Teachers and staff need to continue to use the 7 Habits of Highly Effective Teaching strategies with each other and their students through the Leader In Me. Staff need to continue to use Emergenetics profiles for communication and perspective-taking with each other to increase the relational capacity with each other, families, and administration. Teachers and staff will refresh strategies from Capturing Kids Hearts and focus on developing a student-centered culture in their classrooms to increase safe environments and relationships.

Academics: All teachers will develop proficiency in their teaching and implementation of best instructional practices using research-based instructional strategies from but not limited to Marazano's The New Arts and Science of Teaching framework instructional elements. A focus on tier 1 instruction will be required to leverage the time and intensity of instruction. Students will receive an increased time in text with an abundance of reading and data will be used to inform instructional decisions. Teachers need to continue to develop and build strong professional learning communities to increase collective efficacy to help students succeed.

Personalization: School leaders and teachers will develop school, classroom, and student wildly important goals to stay focus, develop plans, and celebrate success. Teachers, staff, and students will use leadership notebooks for goal setting, develop a plan and track progress on individual data. As a school, we need to revise our systematic data protocols and MTSS process for students that focuses on goal setting and data analysis to adjust instructional pathways for students based on what each student needs.

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: Sarah McAfee

| Action Plans: 3 | Projects: 6 |

Action Plans 6.1 Progress 0%

School Safety and Climate

	%	#
● Status Pending	100.0	2

By May 2022, the staff will increase their relationship with managers by .5 measured by the VOW survey.

By May 2022, the staff will feel Odyssey is a safe environment by increasing their rating by .5 measured on the VOW survey.

By May 2022, students who feel actively engaged in leadership and decision-making through schoolwide and classroom opportunities will score an increase of 15 points from the previous year to 71 this year measured by the MRA.

The above goals were determined after reviewing data that supports the safety and climate of the school. The Measurable Results Assessment (MRA) through Leader In Me measures school culture (safety/climate) Leadership (personalization) and Academics. This tool is a baseline for our areas of success and improvement. Focusing on student empowerment in a school culture that rated 56/100 indicates areas needing Improvement. This area should be considered a place for further growth and development when determining school improvement plans. Relationships with managers and a safe environment while were in the acceptable range on the VOW survey are areas that declined slightly from the previous year. This is an area that when improved will support a safe and positive climate of the school so high level of academic achievement can be obtained.

Owner: Sarah McAfee

Projects: 2

Associated Root Cause(s)
School Safety and Climate

Local Accountability Indicator Area
School Culture
Safety and Security
Leadership

Projects 6.1.1 🗨

Jul 15, 2021 - Jul 15, 2023 | Status Pending | Progress 53%

Relationships

Success criteria:

By May 2022, the staff will increase their relationship with managers by .5 measured by the VOW survey.

By May 2022, the staff will feel Odyssey is a safe environment by increasing their rating by .5 measured on the VOW survey.

Milestones and measures:

Building Lighthouse (leadership) Team meeting schedule created by July 1, 2021

Staff Meeting topics and schedule created by July 1, 2021

Safety drill training and drill schedule created by July 1, 2021

Building Lighthouse Team (BLT) will be trained on school goals, development of leadership and purpose set on relationship building for the year by July 20, 2021

Develop BLT meeting and training schedule for year by July 20, 2021

All new staff will be trained on Emergenetics by July 23, 2021

Updated Emergenetics profiles outside classrooms/offices by August 2, 2021

Develop a school culture committee to support the relationships, climate and physical/emotional safety of the school by August 13

Start meeting with teachers 1:1 on a monthly basis to support relationship and connect by August 16

Capturing Kids Hearts Refresh for all staff by October 1st

VOW Survey results shared with staff and revise action planning by December 1, 2021

All new staff trained in the 7 Habits of Highly Effective People by December 1, 2021

As a staff, we will rather input for revision and revise our improvement plan with the consulting firm by March 1, 2022

Progress Monitoring Survey on VOW questions by March 18, 2022

Survey staff, families, and students on MRA by April 15, 2022

Revise action plans for 2022-23 school year based on VOW progress monitoring survey and MRA by May 15, 2022

BLT Summer Retreat to focus on leadership and positive culture by July 27, 2022

Owner: Sarah McAfee

Checklist (Equal Weighting) : 9/17

- ~~Building Lighthouse (leadership) Team meeting schedule created by July 1, 2021~~
- ~~Staff Meeting topics and schedule created by July 1, 2021~~
- ~~Safety drill training and drill schedule created by July 1, 2021~~
- ~~Building Lighthouse Team (BLT) will be trained on school goals, development of leadership and purpose set on relationship building for the year by July 20, 2021~~
- ~~Develop BLT meeting and training schedule for year by July 20, 2021~~
- ~~All new staff will be trained on Emergenetics by July 23, 2021~~
- ~~Updated Emergenetics profiles outside classrooms/offices by August 2, 2021~~
- ~~Develop a school culture committee to support the relationships, climate and physical/emotional safety of the school by August 13~~
- ~~Start meeting with teachers 1:1 on a monthly basis to support relationship and connect by August 16~~
- Capturing Kids Hearts Refresh for all staff by October 1st
- VOW Survey results shared with staff and revise action planning by December 1, 2021
- All new staff trained in the 7 Habits of Highly Effective People by December 1, 2021
- As a staff, we will rather input for revision and revise our improvement plan with the consulting firm by March 1, 2022
- Progress Monitoring Survey on VOW questions by March 18, 2022
- Survey staff, families, and students on MRA by April 15, 2022
- Revise action plans for 2022-23 school year based on VOW progress monitoring survey and MRA by May 15, 2022
- BLT Summer Retreat to focus on leadership and positive culture by July 27, 2022

Resources

Title Funds = Leader In Me $18,000, Emergenetics $1,500, BLT Stipends and benefits $12,300

Projects 6.1.2

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 27%

Student leadership and decision-making

Success Criteria:

By May 2022, students who feel actively engaged in leadership and decision-making through schoolwide and classroom opportunities will score an increase of 15 points from 56 the previous year to 71 this year measured by the MRA.

Milestones and Measures:

Implement a staff Leader In Me committee to support the implementation of Year 3 by August 13

Begin to involve students in the planning of all parent engagement activities that support academic and social-emotional well being with roles and decision-making opportunities by August 24

Select Little Leaders and class ambassadors and start biweekly meetings by September 7th

Student suggestions boxes out in common areas and classrooms to support safe school and voice by September 7, 2021

Begin student leadership notebooks to prepare for parent conferences by September 11, 2021

Students begin preparing for Leadership Day by January 10, 2022

Work with our Leader In Me consultant to coach staff on implementation of Leader In Me criteria on a rubric by Jan. 10th, 2022

Update and share the progress of leadership notebooks at parent conferences by February 18, 2022

Host Odyssey Leadership Day by May 5, 2022

Meet with consultant to plan for 2022-23 by June 1, 2022

Design lessons with Habits embedded by August 2022

Owner: Sarah McAfee

Checklist (Equal Weighting) : 3/11
- ~~Implement a staff Leader In Me committee to support the implementation of Year 3 by August 13~~
- Begin to involve students in the planning of all parent engagement activities that support academic and social-emotional well being with roles and decision-making opportunities by August 24
- ~~Select Little Leaders and class ambassadors and start biweekly meetings by September 7th~~
- Student suggestions boxes out in common areas and classrooms to support safe school and voice

by September 7, 2021
- ~~Begin student leadership notebooks to prepare for parent conferences by September 11, 2021~~
- Students begin preparing for Leadership Day by January 10, 2022
- Work with our Leader In Me consultant to coach staff on implementation of Leader In Me criteria on a rubric by Jan. 10th, 2022
- Update and share the progress of leadership notebooks at parent conferences by February 18, 2022
- Host Odyssey Leadership Day by May 5, 2022
- Meet with consultant to plan for 2022-23 by June 1, 2022
- Design lessons with Habits embedded by August 2022

Action Plans 6.2   Progress 0%

	%	#
● Status Pending	100.0	3

Academic Performance

By May of 2022, teachers average collectively at Odyssey Elementary School will average 3.24 of proficiency measured by their proficiency rating on Marzano's Focused Teacher Evaluation Model.

By May of 2022 teachers will increase their confidence in their ability to use evidence-based instructional practices to amplify students' capacity to learn by 15 points measures on the MRA from 65 to 80/100.

By May of 2022 teachers will increase their Collective Efficacy (teachers share the belief that they have the ability to positively affect students and act collaboratively to help students succeed)score by 15 points on the MRA from 67 to 82

By May 2022, students at Odyssey Elementary School will increase end-of-year benchmark scores in math by 30% of students at/above benchmark measured on Star 360 from the beginning of year score.

By May 2022, students at Odyssey Elementary School will increase end-of-year benchmark scores in reading by 30% of students at/above benchmark measured on Star 360 from the beginning of year score.

Primary Literacy Goal:

By May 2022, 80% of students K-3 at Odyssey Elementary School will be at or above benchmark measured by Acadience Reading.

These goals were determined after reviewing academic assessment trend data for the past year that indicated: teacher proficiency on evaluations was on the lower end of proficiency scale that ranged from 2.75-3.24, math data indicated that only 16% of students were at/above benchmark on Star 360 Math data and 25% of students were at/above benchmark on Star 360 Reading and 70% of students were above or well above benchmark on Acadience.

Owner: Sarah McAfee

Projects: 3

Associated Root Cause(s)
Academic Performance

Local Accountability Indicator Area
Student Learning
Leadership

Projects 6.2.1 🗨

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 39%

<u>**Teacher Effectiveness**</u>

Success Criteria

By May of 2022, teachers average collectively at Odyssey Elementary School will average 3.24 of proficiency measured by their proficiency rating on Marzano's Focused Teacher Evaluation Model.

By May of 2022 teachers will increase their confidence in their ability to use evidence-based instructional practices to amplify students' capacity to learn by 15 points measures on the MRA from 65 to 80/100.

By May of 2022 teachers will increase their Collective Efficacy (teachers share the belief that they have the ability to positively affect students and act collaboratively to help students succeed) score by 15 points on the MRA from 67 to 82/100.

Milestones and Measures

Develop a building schedule to support grade-level and Special Education Department PLC every 3 days by May 28

Revise walkthrough form to determine elements of focus and criteria for the 2021-22 school year by July 20

Create a universal lesson plan template to align with the year's instructional goals by July 20

Develop staff meeting calendar with scheduled PDs to support instructional strategies by July 20

Order online programs and subscriptions to support teacher effective planning by July 20

Teachers will write a letter to their class that highlights all the things the school year will bring to their class to develop teacher efficacy and action plan on what they need to do in order to achieve the goals by August 3.

Grade levels scales are created and a year-long pacing calendar developed by August 3

Create PLC structure for WIGS, Scoreboards and lead measures and job-embedded focus PD focus around instructional focus by August 9th

Train staff on the PLC model (Example: Day 1 instructional coach PLC, Day 3 MTSS PLC/1:1 Coaching session) for the year by August 13th

Calibrate as an instructional coach, admin, and dean team on walkthrough form elements by August 13th

School-wide Instructional rounds begin by September 13th

Instructional Goal setting and plan development with the instructional coach by September 17

Meet with teachers 1:1 to debrief first observation, evaluation and set goals for next steps based on evaluation by September 30th

Determine exemplar teachers in each element of the walkthrough form to be observed in a specific element for upcoming Instructional Rounds 2 by October 8th

Staff PD on teacher belief affecting student achievement by October 8th

Meet with teachers 1:1 to debrief second observation, evaluation and set goals for next steps based on evaluation by December 17th

Progress monitor survey on confidence with instructional strategies and collective efficacy during PLC by Dec. 17th

Share school progress towards EOY goal of (school average of 3.24, confidence in instruction, collective efficacy) celebrate strengths and determine next steps as a school to reach the goal by Jan. 9th

Adjust PLC structure and focus of job-embedded PD based on MOY data by Jan. 17th

Instructional round #3 with a focus on observing teammates by February 11

Meet with teachers 1:1 to debrief third observation, evaluation and set goals for next steps based on evaluation by March 18th

Meet with teachers 1:1 to debrief fourth observation, evaluation and set goals for next steps based on evaluation by April 30

EOY 1:1 to discuss instructional celebrations and progress throughout the year by May 16th

EOY celebrations on collective teacher progress, confidence and beliefs on evaluations by May 25th

Owner: Sarah McAfee

Checklist (Equal Weighting) : 9/23
- ~~Develop a building schedule to support grade-level PLC every 3 days by May 28~~
- ~~Create a universal lesson plan template to align with the year's instructional goals by July 20~~
- ~~Develop staff meeting calendar with scheduled PDs to support instructional strategies by July 20~~
- ~~Order online programs and subscriptions to support teacher effective planning by July 20~~
- ~~Teachers will write a letter to their class that highlights all the things the school year will bring to their class to develop teacher efficacy and action plan on what they need to do in order to achieve the goals by August 3.~~
- ~~Grade levels scales are created and a year-long pacing calendar developed by August 3~~
- ~~Create PLC structure for WIGS, Scoreboards and lead measures and job-embedded focus PD focus~~

- ~~around instructional focus by August 9th~~
- ~~Train staff on the PLC model (Example: Day 1 instructional coach PLC, Day 3 MTSS PLC/1:1 Coaching session) for the year by August 13th~~
- ~~Calibrate as an instructional coach, admin, and dean team on walkthrough form elements by August 13th~~
- School-wide Instructional rounds begin by September 13th
- Instructional Goal setting and plan development with the instructional coach by September 17
- Meet with teachers 1:1 to debrief first observation, evaluation and set goals for next steps based on evaluation by September 30th
- Determine exemplar teachers in each element of the walkthrough form to be observed in a specific element for upcoming Instructional Rounds 2 by October 8th
- Staff PD on teacher belief affecting student achievement by October 8th
- Meet with teachers 1:1 to debrief second observation, evaluation and set goals for next steps based on evaluation by December 17th
- Progress monitor survey on confidence with instructional strategies and collective efficacy during PLC by Dec. 17th
- Share school progress towards EOY goal of (school average of 3.24, confidence in instruction, collective efficacy) celebrate strengths and determine next steps as a school to reach the goal by Jan. 9th
- Adjust PLC structure and focus of job-embedded PD based on MOY data by Jan. 17th
- Instructional round #3 with a focus on observing teammates by February 11
- Meet with teachers 1:1 to debrief third observation, evaluation and set goals for next steps based on evaluation by March 18th
- Meet with teachers 1:1 to debrief fourth observation, evaluation and set goals for next steps based on evaluation by April 30
- EOY 1:1 to discuss instructional celebrations and progress throughout the year by May 16th
- EOY celebrations on collective teacher progress, confidence and beliefs on evaluations by May 25th

Projects 6.2.2

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 43%

<u>**Primary Literacy**</u>

Develop an Academic Committee to support achievement in Math and Reading by August 13th

Seeing Stars training to support phonics instruction K-5 teachers and Special Education Teachers July 29th and 30th

Milestones and Measures:

Hire 6 paraprofessionals to support small group academic instruction by August 2

Revise reading scales and pacing guide by August 2

Begin grade level and department (Special Education) PLCs to focus on planning, student progress, and next steps to improve student learning in reading by August 9

Develop an Academic Committee to support achievement in Math and Reading by August 13th

Set reading WIG Quarter 1 with students and post scoreboards by August 16

Post School-wide WIG by August 16

Grade level teams consult with coach 4 times a year on Seeing Stars Implementation #1 by Aug 16

Develop team plans and reading lists to increase the time students are in text to increase reading achievement by Aug 16

Set math WIG Quarter 2 with students and post scoreboards by Oct7

Post School-wide WIG by Oct. 7

Grade level teams consult with coach 4 times a year on Seeing Stars Implementation #2 by Dec. 17

Academic Committee Reviews MOY reading data and celebrates as a staff and determines next steps to support student growth by Dec. 17th

Post School-wide WIG by Jan. 7

Grade level teams consult with coach 4 times a year on Seeing Stars Implementation #3 by March 11

Set math WIG with students and post scoreboards by March 11

Post-school-wide WIG by March 11

Share a whole school reading experience centered around one book theme and build student home libraries by March 11

Literacy Night to engage families in ways to support reading at home by March 11

Grade level teams consult with coach 4 times a year on Seeing
Stars Implementation #4 by May 2

Owner: Sarah McAfee

Checklist (Equal Weighting) : 6/14
- ~~Hire 6 paraprofessionals to support small group academic instruction by August 2~~
- ~~Revise reading scales and pacing guide by August 2~~
- ~~Begin grade level PLCs to focus on planning, student progress, and next steps to improve student learning in reading by August 9~~
- ~~Develop an Academic Committee to support achievement in Math and Reading by August 13th~~
- ~~Set reading WIG Quarter 1 with students and post scoreboards by August 16~~
- ~~Post School-wide WIG by August 16~~
- Develop team plans and reading lists to increase the time students are in text to increase reading achievement by Aug 16
- Set math WIG Quarter 2 with students and post scoreboards by Oct7
- Post School-wide WIG by Oct. 7
- Set math WIG with students and post scoreboards by March 11
- Post-school-wide WIG by March 11
- Share a whole school reading experiences centered around one book theme and build student home libraries by March 11
- Literacy Night to engage families in ways to support reading at home by March 11
- Grade level teams consult with coach 4 times a year on Seeing Stars Implementation #4 by May 2

Resources
Title Funds = $170,500 for paraprofessional salary and benefits
, Books/Intervention material: $10,000, Parent Involvement Op
portunities Books $6200, Activities $3700, ESSER = Seeing St
ar $20,000

Projects 6.2.3

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 18%

<u>**Math**</u>

Success Criteria:

By May 2022, students at Odyssey Elementary School will increase end-of-year benchmark scores in math by 30% of students at/above benchmark measured on Star 360 from the beginning of year score.

Milestones and Measures:

Develop math scales and pacing guide by August 2

Begin grade level PLCs and Special Education department to focus on planning, student progress, and next steps to improve student learning in math by August 9

Develop an Academic Committee to support achievement in Math and Reading by August 13th

Set math WIG Quarter 1 with students and post scoreboards by August 16

Grade level teams consult with Curtis 4 times a year on pacing and student growth #1 by Aug 16

Post School-wide WIG by August 16

Grade level teams consult with Curtis 4 times a year on pacing and student growth #2 by Oct. 7

Set math WIG Quarter 2 with students and post scoreboards by Oct7

Post School-wide WIG by Oct. 7

Grade level teams consult with Curtis 4 times a year on pacing and student growth #3 by Dec. 17

Academic Committee Reviews MOY math data and celebrates as a staff and determines next steps to support student growth by Dec. 17th

Set math WIG Quarter 3 with students and post scoreboards by Jan 7

Post School-wide WIG by Jan. 7

Grade level teams consult with Curtis 4 times a year on pacing and student growth #4 by March 11

Set math WIG with students and post scoreboards by March 11

Post-school-wide WIG by March 11

Focus on math on Pi Day to build math fluency and a positive math mindset by March 12

Grade level teams consult with Curtis 4 times a year on pacing and student growth #1 by May 2

Checklist (Equal Weighting) : 2/11

- Develop math scales and pacing guide by August 2
- ~~Begin grade level PLCs to focus on planning, student progress, and next steps to improve student learning in math by August 9~~
- Develop an Academic Committee to support achievement in Math and Reading by August 13th
- ~~Set math WIG Quarter 1 with students and post scoreboards by August 16~~
- Post School-wide WIG by Oct. 7
- Grade level teams consult with Curtis 4 times a year on pacing and student growth #3 by Dec. 17
- Academic Committee Reviews MOY math data and celebrates as a staff and determines next steps to support student growth by Dec. 17th
- Set math WIG Quarter 3 with students and post scoreboards by Jan 7
- Post-school-wide WIG by March 11
- Focus on math on Pi Day to build math fluency and a positive math mindset by March 12
- Grade level teams consult with Curtis 4 times a year on pacing and student growth #1 by May 2

Action Plans 6.3 Progress 0%

Personalized Learning

	%	#
● Status Pending	100.0	1

By May 2022, 100% of staff have created data binders for every student to measure their academic growth with two or more assessments with weekly data points to personalize their learning plan measured by the school MTSS process data collection form.

By May 2022, teachers are able to support students as they learn and implement the goal-setting processes will increase 15 points measured on the MRA. to 78/100.

These goals were determined after reviewing the Leader In Me MRA and individual data of students such as Lexia and ST Math. Individual student data was stagnated in growth and an opportunity to goal set with students indicated a needs for improvement in the MRA. During the 2020-21 school year teachers began to use targeted and specific data to determine the next steps of students and through intentional action plans for the 2021-22 school year, it will continue to grow.

Owner: Sarah McAfee

Projects: 1

Associated Root Cause(s)
Personalization

Local Accountability Indicator Area
Student Learning
School Culture
Leadership

Projects 6.3.1

Jun 15, 2021 - Jul 15, 2022   Status Pending   Progress 47%

Goal Setting

Success Criteria:

By May 2022, 100% of students have personalized data binders that include reading, math and writing with weekly data points of progress measured by observations and student discussion.

By May 2022, teachers will have students learn and implement how the goal-setting processes will increase 15 points measured on the MRA. to 78/100.

Milestones and Measures:

The school develops Wildly Important Goals by May 2021

Develop criteria for students to be recognized on personal WIG celebration during *"Happy Hour "*celebrations by August 4th

Students are assigned Chromebooks to support their learning and personalized pathway by August 12

Each class with have classroom jobs to include a student greeter to welcome guest in the room and discuss classroom WIGS by August 12

Train staff on how to set goals with their class and individual students by August 12

Train sped staff on goal setting to support IEP goals by August 12

Classroom teachers develop Wildy Important Goals for reading, math, and writing by August 16

Students develop goal setting in their Leadership Notebooks on specific goals to support and align with classroom and school goals and to include as appropriate IEP goals, CLDE goals, and ALP goals by August 16

Students begin using online programs such as but not limited to (Lexia, ST Math, Reflex, Reading A-Z, Zearn) to support their learning specific to them that aligns with their individual academic goals by August 20

Students track progress on classroom and IEP, CDLE, ALP goals weekly beginning by August 20

Begin monthly *"Happy Hours"* to celebrate student, classroom, and school success on WIGs by September 30th

Prepare students for student-led parent conferences by October 1

Prepare students for student-led parent conferences by February 11th

The school will work with David Gregory and revision and realign action plans to support 5 year vision of personalization by March 2022

School celebration on success on WIGS by May 27

Plan for 2022-23 by June 1, 2022

Develop Wigs for 2022-23 school year by August 15, 2022

Owner: Sarah McAfee

Checklist (Equal Weighting) : 7/15

- ~~The school develops Wildly Important Goals by May 2021~~
- Develop criteria for students to be recognized on personal WIG celebration during "Happy Hour "celebrations by August 4th
- ~~Students are assigned Chromebooks to support their learning and personalized pathway by August 12~~
- ~~Each class with have classroom jobs to include a student greeter to welcome guest in the room and discuss classroom WIGS by August 12~~
- ~~Train staff on how to set goals with their class and individual students by August 12~~
- ~~Classroom teachers develop Wildy Important Goals for reading, math, and writing by August 16~~
- Students develop goal setting in their Leadership Notebooks on specific goals to support and align with classroom and school goals by August 16
- ~~Students begin using online programs such as but not limited to (Lexia, ST Math, Reflex, Reading A-Z, Zearn) to support their learning specific to them that aligns with their individual academic goals by August 20~~
- ~~Students track progress on goals weekly beginning by August 20~~
- Begin monthly "Happy Hours" to celebrate student, classroom, and school success on WIGs by September 30th
- Prepare students for student-led parent conferences by October 1
- The school will work with David Gregory and revision and realign action plans to support 5 year vision of personalization by March 2022
- School celebration on success on WIGS by May 27
- Plan for 2022-23 by June 1, 2022
- Develop Wigs for 2022-23 school year by August 15, 2022

Resources
Title 1 Funds: Leader in Me Consultant and program $18,000 , Title 1: Chromebooks = $10,000, Online Subscriptions (Scholastic News $2780, AR $3607, Mysterious Science $1500, Brain Pop $1800, Learning A-Z $500, Reflex $3200)David Gregory G & D $5,000

Ridgeview Elementary School

School Overview- Ridgeview Elementary School is a public elementary school located in northeast Colorado Springs in El Paso County School District 49. Our staff consists of approximately 40 experienced teachers; a few are within their first 5 years at Ridgeview. Ridgeview is a Pre-K through 5th-grade school, serving approximately 558 kinder through 5th-grade students and 70 Pre-K students for a total of 628 students. Our enrollment has decreased over the past few years with the opening of a new elementary school, redrawing of school boundaries, and the COVID-19 pandemic.   Students come to RVES from a variety of cultural backgrounds and with a variety of learning needs. Ridgeview houses a Cognitive Support Needs (CSN) program with approximately 10 students.   Within Ridgeview's population, we have two significant categories; approximately 52% of our students are listed as White/Non-Hispanic of the remaining 48% of the student population 25% identifies as Hispanic, 14% identify with multiple races. Of our total student population, we have an even 50/50 split between males and females. Ridgeview has approximately 22% of our students eligible for free/reduced lunch. This number may not be an accurate picture of the needs of our students due to students being provided with free meals throughout the 2020-21 school year and many parents did not complete the necessary paperwork. Student attendance has been more of a concern this year with almost 20% of our student population choosing E-Learning at the beginning of the year. During the fourth quarter, we saw that percentage drop to 13% of remaining in E-Learning. However, frequent quarantines in our in-person classes have caused additional stressors for our students. Approximately 13% of our students have military connections which is a significant decrease from previous years when the average was close to 25%.

Assessment Participation-- Ridgeview Elementary School met the state expectation for at least 95% participation in state assessments during the 2018-19 school year. Our assessment participation rate was 96.8% for ELA, 97.4% for math, and 95.6% for Science during the 2018-19 school year. Participation dramatically dropped during the 2019-20 school year with only 13% of students participating in the state assessments.

Process and Stakeholder Involvement-- Ridgeview administration, POWER Zone leaders (feeder pattern school leadership), and district administration analyze data with an emphasis on literacy data. However, in the past few years, we have increased our focus on math as well as literacy. Team Leaders are designated for each grade level/department team; they set the agenda for the weekly PLC meetings and facilitate this process. The administration attends PLC meetings regularly. Ridgeview Elementary PLC teams look at data regularly to determine student progress and instructional needs; the focus is on Acadience Reading for ELA and common formative assessment data for both ELA and math. This year we added STAR 360 assessments for both math and ELA for grades 3-5. Ridgeview's PLC Team Leaders make up the school Leadership Team with representation from all grade levels and departments, and this team reviews data periodically to determine areas of strength and weakness and to determine the root (causes for areas where improvement is needed and next steps are determined. We hold MTSS/RtI meetings throughout the year with parents. In addition, longitudinal data is shared with the School Advisory Committee (SAC) which includes parent representation teachers, and administration. In addition to meetings where school-wide data is shared, the administration meets with grade-level and individual teachers to discuss students' data and growth.

The administration drafts the UIP based upon pieces from all data discussions with grade-level teams and individual teachers. The staff has the opportunity to review it and provide feedback for revision. The SAC reviews the UIP and provides feedback as well.

Data Review and Identified Opportunities for Improvement- Ridgeview Elementary is a performance plan school this year.

UPDATE Star data when the EOY testing window ends

Current Star Reading Student Growth Percentile:

   2020-21 Overall- 65.0%, 3rd- 65.9%, 4th- 63.3%, 5th- 65.1%

   2021-22 - 3rd-30%, 4th - 38%, 5th-38%

Current Star Math Student Growth Percentile:

   2020-21 Overall- 62.1%, 3rd- 44.4%, 4th- 30.8%, 5th- 73.6%

   2021-22   2nd-49%; 3rd-47%; 5th - 46%

Root Cause Identification and Verification- After careful analysis of a variety of data sources, we have identified the following root causes.

1. 1.)**Safe, Supportive, and Collaborative Culture** - Ridgeview will continue to strive to provide a safe, supportive and collaborative culture. We continue to meet and/or district expectations regarding providing a safe school environment. Ridgeview has been recognized as a Capturing Kids' Hearts National Showcase School for the past four years. Even though RVES performs at high levels in this area, we know that we must continue to focus our efforts here because it is critical to everything else.

2. 2.)**Effective Teaching in Every Classroom**- Ridgeview educators and leaders and leaders continue to learn best practice elements and strategies within the Marzano framework. We will continue to improve our framework implementation within the Feedback and Content categories of the NASOT framework. We have concerns with differentiation and will focus on using data to drive instruction to meet the needs of our students.

3. 3.)**Guaranteed and Viable Curriculum**- We continue to fine-tune our curriculum pacing, resource use, learning goals, and scales in both ELA and Math. We will dedicate time towards intentional planning as well as vertical alignment in ELA.

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: Kim Moore

| Action Plans: 3 | Projects: 6 |

Action Plans 7.1 Progress 0%

School Safety and Climate

	%	#
● Status Pending	100.0	2

The culture and climate of Ridgeview will consistently demonstrate behaviors that reflect a Safe, Kind, and Responsible school culture.

Ridgeview achieved certification in HRS Level 1 in 2017-18 and will continue to implement these procedures moving into the future.

By May 2022, students at Ridgeview will consistently demonstrate behaviors that reflect a Safe, Kind, and Responsible school culture as assessed by a variety of measurement tools. We will earn Capturing Kids' Hearts National Showcase School for the 5th year. This is determined by surveying multiple groups of stakeholders including students and staff as well as other measures determined by the Flippen Group and varies on a yearly basis.

Measure: By May 2022, Ridgeview students will answer yes at 95% or above to each of the following three questions from the District Culture & Climate Survey: --I have at least one friend at school, --Adults at school care about me, and --I feel safe at school.

These goals were determined by reviewing the data from the Capturing Kids' Hearts student survey as well as the results from the district survey given to students in third through fifth grades.

Owner: Kim Moore

Projects: 2

Associated Root Cause(s)
Safe, Supportive, and Collaborative Culture (HRS Level 1)

Local Accountability Indicator Area
School Culture
Safety and Security
Leadership

Projects 7.1.1

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Capturing Kids' Hearts

The value of building strong relationships, which is at the forefront of Capturing Kids' Hearts, has been evident throughout our building since we first began implementing CKH in 2013. Capturing Kids' Hearts processes will be embedded throughout our interactions with all stakeholders; students, parents, and staff.

Implementation of CKH will be supported through:

- CKH Training for all newly hired teachers.

- CKH Process Champions will meet once every 5 weeks throughout the school year.

- Training 5 more teachers in CKH Process Champions.

- Training staff on the NASOT Context elements that align with school culture and safety.

- Teachers will be held accountable for the implementation of the Power Zone CKH Expectations.

- Teachers will be evaluated on the NASOT Context elements that align with school culture and safety and earn an average of rating of Applying.

Owner: Kim Moore

Checklist (Equal Weighting) : 0/9
- Capturing Kids' Hearts Training for all newly hired teachers by January 1, 2022.
- Training 5 more teachers in CKH Process Champions by the end of the 2021-22 school year.
- CKH Process Champions will meet at least twice by December 18, 2021.
- CKH Process Champions will meet at least twice by May 24, 2022.
- Training staff on the NASOT Context elements that align with school culture and safety by December 18, 2021.
- Training staff on the NASOT Context elements that align with school culture and safety by May 24, 2022.
- Teachers will be held accountable and evaluated on the implementation of the Power Zone CKH Expectations by December 18, 2021.
- Teachers will be held accountable and evaluated on the implementation of the Power Zone CKH Expectations by May 18, 2022.
- Teachers will be evaluated on the NASOT Context elements that align with school culture and safety and earn an average of a rating of Applying.

Plan Details
CKH Training and implementation

Resources
Zone level funds

Projects 7.1.2

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

High Level of implementation of HRS Level 1 elements-Safe and Collaborative Culture

Marzano's High-Reliability Schools Level 1 Certification focuses on creating and maintaining a safe and collaborative culture. This is key in the success of a school where students, parents, and staff feel valued and play a role in the decision-making process.

1.). Re-establishing a functioning PTA where parents and teachers collaborate together to create a school environment that supports student success.

2.) Quarterly School Accountability Committee meetings where parents have a voice in advising the principal in the decision-making process.

3.) Staff Providing time, weekly, for teachers to collaborate during PLCs.

4.) Staff will participate in various committees that meet once per month to provide feedback and help provide direction and assist in the building-level decision-making process.

5.) Staff meetings are scheduled for approximately every 6 weeks.

6.) Regularly scheduled admin. chats where staff can talk with administration without a set agenda.

Owner: Kim Moore

Checklist (Equal Weighting) : 0/15
- Re-establishing a functioning PTA where parents and teachers collaborate together to create a school environment that supports student success by December 18, 2021.
- School Accountability Committee meeting where parents have a voice in advising the principal in the decision-making process by October 8, 2021.
- School Accountability Committee meeting where parents have a voice in advising the principal in the decision-making process by December 18, 2021.
- School Accountability Committee meeting where parents have a voice in advising the principal in the decision-making process by March 15, 2022.
- School Accountability Committee meeting where parents have a voice in advising the principal in the decision-making process by May 24, 2023.
- Staff Providing time, weekly, for teachers to collaborate during PLCs.
- Staff will participate in various committees that meet once per month to provide feedback and help provide direction and assist in the building-level decision-making process by October 8, 2021.

- Staff will participate in various committees that meet once per month to provide feedback and help provide direction and assist in the building-level decision-making process by December 18, 2021.
- Staff will participate in various committees that meet once per month to provide feedback and help provide direction and assist in the building-level decision-making process by March 18, 2022.
- Staff will participate in various committees that meet once per month to provide feedback and help provide direction and assist in the building-level decision-making process by May 24, 2022.
- Regularly scheduled admin. chats where staff can talk with administration without a set agenda.
- Staff meetings are scheduled for approximately every 6 weeks by October 8, 2021.
- Staff meetings are scheduled for approximately every 6 weeks by December 18, 2021.
- Staff meetings are scheduled for approximately every 6 weeks by March 18, 2022.
- Staff meetings are scheduled for approximately every 6 weeks by May 24, 2022.

Action Plans 7.2 ⚠ 1 🗏 Progress 0%

Academic Performance -

Utilize best practices with teachers and students to support quality instruction (ie. goal setting, data-driven instruction, PLCs, etc.) Increased PLC time and increase the in-depth level of PLC dialogue and therefore increase in quality instruction.

Ridgeview was certified in level 2 of Marzano's High-Reliability Schools in 2018 which guarantees highly effective teachers in every classroom. We continue to provide professional development and instructional coaching to ensure that our staff is meeting the expectations set forth by our instructional framework and our evaluation tool. We understand the importance of having highly effective teachers in every classroom and the impact this has on our students' academic performance. Ridgeview will continue to implement these practices as we move into the future.

Ridgeview is working towards implementing the practices and procedures recognized in a Marzano's High-Reliability School level 3 certified school. Level three certification ensures that the school has a guaranteed and viable curriculum. This process will include providing documentation supporting that the curriculum and assessments meet state and district standards; the curriculum is focused and can be adequately taught in the time available; all students have the opportunity to learn the critical content; there are clear and measurable goals focused on critical needs; data are analyzed, interpreted, and used to monitor school's progress towards goals; and school and classroom-level programs and practices are in place to meet individual achievement goals and indicate when interventions are needed.

MATHEMATICS-

By May 2022, students at Ridgeview Elementary School will show evidence of at least one year of growth in mathematics from Fall to Spring each year as measured by STAR 360 and common Curriculum-Based Measures (CBMs). We will also strive to have 50% of our students attain benchmark or above on the STAR 360 math state assessment benchmark.

These goals were determined after reviewing math trend data for the past three school years that indicated that our school math scores on CMAS from 2018-19 were higher than both the district and the state averages, however, there were subgroups of students whose scores caused concern including students on IEPs and those students that would qualify for free and reduced lunch. Our students also scored in the 75th percentile in math according to the 2018-19 School Performance Framework. Ridgeview also scored in the 70th percentile in math according to the 2018-19 CMAS Growth Report. In the 2018-19 CMAS Growth Report, our 4th graders scored in the 59th percentile. According to STAR 360 data collected at the end of the 2020-21 school year, only 30% of students in 3rd -5th grades scored at or above the state benchmark. *Math Measure:* On Star 360, a minimum of 65% of K-5th grade students will make typical to high GROWTH from BOY to EOY.

ELA-

By May 2022, students at Ridgeview Elementary School will show evidence of at least one year of growth in reading from Fall to Spring each year as measured by STAR 360, and Acadience Reading. We will also strive to have 60% of our students attain benchmark or above on the STAR 360 ELA assessment benchmark. *ELA Measure:* On Star 360, a minimum of 65% of K-5th grade students will make typical to high GROWTH from BOY to EOY.

PRIMARY LITERACY-

By May 2022, 90% of all kindergarten through 3rd-grade students will score at benchmark or above based upon Acadience end-of-the-year benchmark assessments.

These goals were determined after reviewing primary literacy trend data for the past three school years that indicated Ridgeview scored in the 58th percentile for ELA growth according to the CMAS Growth Report in 2018-19. Ridgeview also scored in the 81st percentile in reading according to the School Performance Framework in 2018-19. At the end of the 2020-21 school year, 81% of all students kindergarten through 5th grade scored benchmark or above according to the Acadience Reading

assessment. At the beginning of the 2021-22 school year, 69% of all students kindergarten through 5th grade scored at or above the benchmark expectations. Of students in kindergarten through 3rd grade, 78% of students scored benchmark or above at the end of the 2020-21 school year, and 68% scored at or above benchmark at the beginning of the 2021-22 school year.

Owner: Kim Moore

Projects: 3

Leadership

Associated Root Cause(s)

Effective Teaching in Every Classroom (HRS Level 2); Guaranteed and Viable Curriculum (HRS Level 2)

Local Accountability Indicator Area

Student Learning

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Action Plans 7.2 ❯ KPI

Academic Achievement (Math) 3rd-5th Grades

2019-2020: Ridgeview will perform at the 76th percentile rank or higher in Math, according to the SPF, as indicated by mean scale score on CMAS.

2020-2021: Ridgeview will perform at the 77th percentile rank or higher in Math, according to the SPF, as indicated by mean scale score on CMAS.

Action Plans 7.2 Academic Performance -Utilize best practices with teachers and students to support quality instru...

Owner: Dan Snowberger and Kim Moore
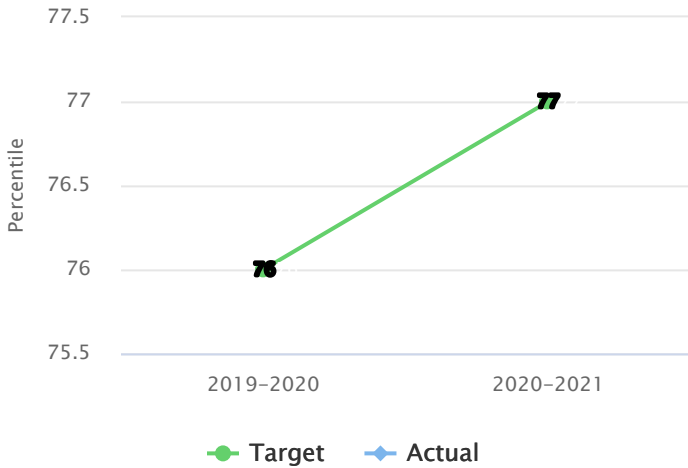
Academic Growth (ELA) 4th and 5th Grades

2019-2020: Ridgeview 4th & 5th graders will score at the 59th percentile or higher for median growth in ELA.

2020-2021: Ridgeview 4th & 5th graders will score at the 60th percentile or higher for median growth in ELA.

Action Plans 7.2 Academic Performance -Utilize best practices with teachers and students to support quality instru...

Owner: Dan Snowberger, Kim Moore, and Eric Maliepaard

Academic Growth (Math) 4th and 5th Grades

2019-2020: Ridgeview 4th and 5th graders will score at the 71st percentile or higher for median growth in Math.

2020-2021: Ridgeview 4th and 5th graders will score at the 72nd percentile or higher for median growth in Math.

Action Plans 7.2 Academic Performance -Utilize best practices with teachers and students to support quality instru...
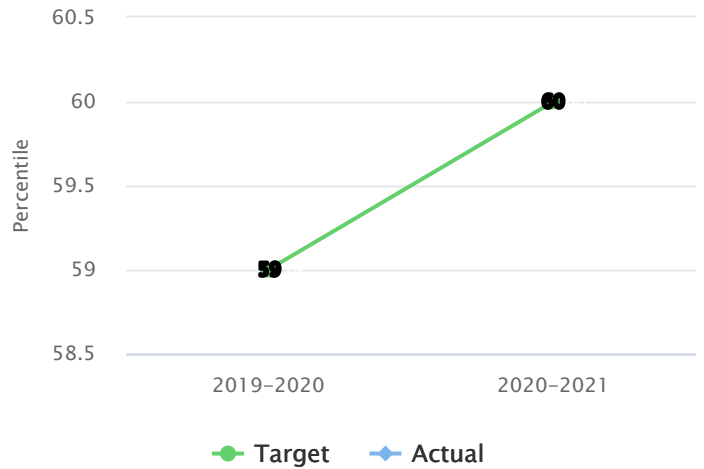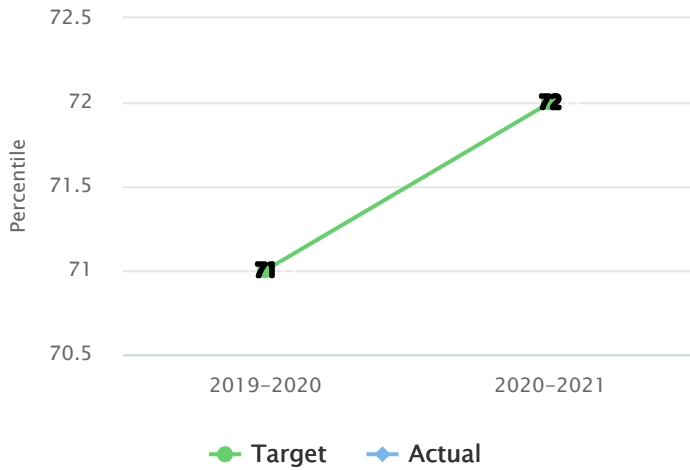
Owner: Dan Snowberger, Kim Moore, and Eric Maliepaard

Academic Growth (Math) 4th Grade

2019-2020: Ridgeview 4th graders will score at the 61st percentile or higher for median growth in ELA.

2020-2021: Ridgeview 4th graders will score at the 62nd percentile or higher for median growth in ELA.

Action Plans 7.2 Academic Performance -Utilize best practices with teachers and students to support quality instru...

Owner: Dan Snowberger, Kim Moore, and Eric Maliepaard

Academic Growth Reading (ELA) - 4th Grade

2019-2020: Ridgeview 4th graders will score at the 52nd percentile or higher for median growth in ELA.

2020-2021: Ridgeview 4th graders will score at the 54th percentile or higher for median growth in ELA.

Action Plans 7.2 Academic Performance -Utilize best practices with teachers and students to support quality instru...

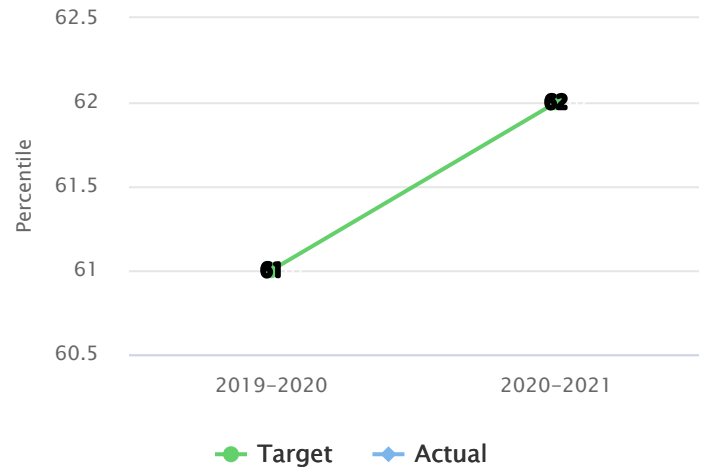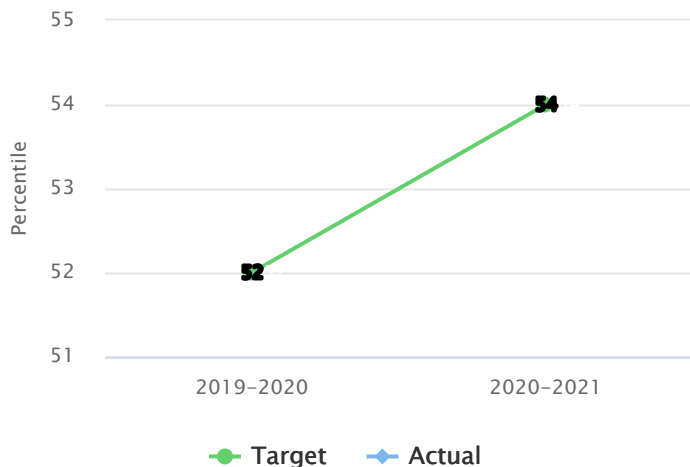*Owner: Dan Snowberger, Kim Moore, and Eric Maliepaard*

Projects 7.2.1

Jul 15, 2021 - Jun 15, 2023 Status Pending Progress 0%

HRS Level 2

Ridgeview will ensure that students have highly qualified and effective teachers in every classroom to ensure students have the best opportunity to achieve academic success.

-All new teachers will participate in the New Art and Science Book Study as a new Ridgeview teacher by the end of their second year at Ridgeview.

- Each teacher will set professional growth goals for elements from our instructional framework.

- Teachers will be evaluated and coached on their areas of growth.

- Teacher Evaluations will focus on the instructional framework. Teachers will receive regular feedback to celebrate their successes and coaching in areas that may offer opportunities for improvement.

- Embedded Professional Development around the RVES Instructional Framework will occur during PLCs and during monthly staff meetings.

Owner: Kim Moore

Checklist (Equal Weighting) : 0/14
- All new teachers will participate in the New Art and Science Book Study as a new Ridgeview teacher by the end of their second year at Ridgeview.
- Each teacher will set professional growth goals for elements from our instructional framework by September 15, 2021.
- Embedded Professional Development around the RVES Instructional Framework will occur during every 4th PLC and during monthly staff meetings by October 8, 2021.
- Embedded Professional Development around the RVES Instructional Framework will occur during every 4th PLC and during monthly staff meetings by December 18, 2021.
- Embedded Professional Development around the RVES Instructional Framework will occur during every 4th PLC and during monthly staff meetings by March 18, 2022.
- Embedded Professional Development around the RVES Instructional Framework will occur during every 4th PLC and during monthly staff meetings by May 24, 2022.
- Teachers will be evaluated and coached on their areas of growth by October 8, 2021.
- Teachers will be evaluated and coached on their areas of growth by December 18, 2022.l
- Teachers will be evaluated and coached on their

areas of growth by March 18, 2022.
- Teachers will be evaluated and coached on their areas of growth by May 24, 2022.
- Teacher Evaluations will focus on the instructional framework. Teachers will receive regular feedback to celebrate their successes and coaching in areas that may offer opportunities for improvement by October 8, 2021.
- Teacher Evaluations will focus on the instructional framework. Teachers will receive regular feedback to celebrate their successes and coaching in areas that may offer opportunities for improvement by December 18, 2021.
- Teacher Evaluations will focus on the instructional framework. Teachers will receive regular feedback to celebrate their successes and coaching in areas that may offer opportunities for improvement by March 18, 2022.
- - Teacher Evaluations will focus on the instructional framework. Teachers will receive regular feedback to celebrate their successes and coaching in areas that may offer opportunities for improvement by May 24, 2022.

Plan Details

RVES will maintain HRS Level 2 certification, which focuses on effective teaching. The process encompasses many criteria specific to ensuring effective teaching in every classroom.

Projects 7.2.2

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

MATHEMATICS

RVES educators and leaders continue to increase their knowledge about best practice elements and strategies within the Marzano framework. With mathematics, we need to improve our framework implementation within the Feedback and Content categories of the NASOT framework.

- Continue to revisit and fine-tune our curriculum pacing, resource use, and learning goals and scales with intentional planning as well as K-5th vertical alignment with the help of the Power Zone Math Coach.

- We will implement PLC time dedicated to intentional math planning to include using data to drive differentiation using Eureka and Zearn math supports as well as ST Math in order to meet student needs.

- Eight teachers, instructional coach, and administration to attend Mission DNA training sessions.

Owner: Kim Moore

Checklist (Equal Weighting) : 0/9

- Continue to revisit and fine-tune our curriculum pacing, resource use, and learning goals and scales with intentional planning as well as K-5th vertical alignment with the help of the Power Zone Math Coach by October 8, 2021.
- Continue to revisit and fine-tune our curriculum pacing, resource use, and learning goals and scales with intentional planning as well as K-5th vertical alignment with the help of the Power Zone Math Coach by December 18, 2021.
- Continue to revisit and fine-tune our curriculum pacing, resource use, and learning goals and scales with intentional planning as well as K-5th vertical alignment with the help of the Power Zone Math Coach by March 18, 2022.
- Continue to revisit and fine-tune our curriculum pacing, resource use, and learning goals and scales with intentional planning as well as K-5th vertical alignment with the help of the Power Zone Math Coach by May 24, 2022.
- We will implement PLC time dedicated to intentional math planning to include using data to drive differentiation using Eureka and Zearn math supports as well as ST Math in order to meet student needs every fourth week by October 8, 2021.
- We will implement PLC time dedicated to intentional math planning to include using data to drive differentiation using Eureka and Zearn math supports as well as ST Math in order to meet

student needs every fourth week by December 18, 2021.

- We will implement PLC time dedicated to intentional math planning to include using data to drive differentiation using Eureka and Zearn math supports as well as ST Math in order to meet student needs every fourth week by March 18, 2022.
- We will implement PLC time dedicated to intentional math planning to include using data to drive differentiation using Eureka and Zearn math supports as well as ST Math in order to meet student needs every fourth week by May 24, 2022.
- Eight teachers, instructional coach, and administration to attend Mission DNA training sessions.

Projects 7.2.3 🔖

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

ELA -

RVES educators and leaders continue to increase their knowledge about best practice elements and strategies within the Marzano framework. With reading, we need to improve our framework implementation within the Content category of the NASOT framework.

-Continue to revisit and fine-tune our curriculum pacing, resource use, and learning goals and scales with intentional planning as well as K-5th vertical alignment.

- We will implement PLC time dedicated to intentional ELA planning to include using data to drive differentiation using CKLA and reading interventions in order to meet student needs.

Owner: Kim Moore

Checklist (Equal Weighting) : 0/8
- Continue to revisit and fine-tune our curriculum pacing, resource use, and learning goals and scales with intentional planning as well as K-5th vertical alignment by October 8, 2021.
- Continue to revisit and fine-tune our curriculum pacing, resource use, and learning goals and scales with intentional planning as well as K-5th vertical alignment by December 18, 2021.
- Continue to revisit and fine-tune our curriculum pacing, resource use, and learning goals and scales with intentional planning as well as K-5th vertical alignment by March 18, 2022.
- Continue to revisit and fine-tune our curriculum pacing, resource use, and learning goals and scales with intentional planning as well as K-5th vertical alignment by May 24, 2022.
- We will implement PLC time dedicated to intentional ELA planning to include using data to drive differentiation using CKLA and reading interventions in order to meet student needs by October 8, 2021.
- We will implement PLC time dedicated to intentional ELA planning to include using data to drive differentiation using CKLA and reading interventions in order to meet student needs by December 18, 2021.
- We will implement PLC time dedicated to intentional ELA planning to include using data to drive differentiation using CKLA and reading interventions in order to meet student needs by March 18, 2022.
- We will implement PLC time dedicated to intentional ELA planning to include using data to drive differentiation using CKLA and reading

interventions in order to meet student needs by
May 24, 2022.

Action Plans 7.3 Progress 0%

Personalized Learning-

By May 2022, Ridgeview Elementary will 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, WIDA, etc.). The desired outcome is for every student to demonstrate personal growth that leads toward mastery of standards in all content areas.

This goal was determined after reviewing academic assessment trend data for the past three years that indicated that in 2018-19 our 4th-grade students did not meet the 55th percentile goal for growth in ELA. Ridgeview's kindergarten through 5th-grade students did not meet the goal of 92% of students scoring at or above benchmark according to Acadience Reading having missed the goal by 2%. Ridgeview began the school year 2020-21 school year with only 64% of students scoring at or above benchmark in Acadience Reading and ended the school year with 81% at or above benchmark.

Owner: Kim Moore

Projects: 1

Associated Root Cause(s)
Effective Teaching (HRS Level 2)

Local Accountability Indicator Area
Student Learning
Leadership

Projects 7.3.1

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 8%

NASOT Framework, Curricular Resources, Differentiated Instruction

The following steps will allow Ridgeview Elementary to increase the rigor and fidelity of personalized learning for every student.

-Embedded professional development around the NASOT elements 2, 3, 4, and 5.   Element 2: Tracking student data. Element 3: Celebrating student success. Element 4: Informal Assessments. Element 5: Formal Assessments

- Purposeful use of ST Math to personalize math lessons according to student needs.

- Purposeful use of Zearn lessons to supplement core math instruction.

-Purposeful use of Lexia to supplement core ELA instruction to individualize tier 2 instruction.

-Focus on differentiated instruction during core instruction

-Teaching staff will receive professional development on how to support high-achieving students and those identified as gifted and talented.

Owner: Kim Moore

Checklist (Equal Weighting) : 1/13
- Embedded professional development around the NASOT elements 2, 3, 4, and 5. Element 2: Tracking student data. Element 3: Celebrating student success. Element 4: Informal Assessments. Element 5: Formal Assessments by October 8, 2021.
- Embedded professional development around the NASOT elements 2, 3, 4, and 5. Element 2: Tracking student data. Element 3: Celebrating student success. Element 4: Informal Assessments. Element 5: Formal Assessments by December 18, 2021.
- Embedded professional development around the NASOT elements 2, 3, 4, and 5. Element 2: Tracking student data. Element 3: Celebrating student success. Element 4: Informal Assessments. Element 5: Formal Assessments by March 18, 2022.
- ~~Embedded professional development around the NASOT elements 2, 3, 4, and 5. Element 2: Tracking student data. Element 3: Celebrating student success. Element 4: Informal Assessments. Element 5: Formal Assessments by May 24, 2022.~~

- Purposeful use of ST Math to personalize math lessons according to student needs by May 24, 2022.
- Purposeful use of Zearn lessons to supplement core math instruction by May 24, 2022.
- Purposeful use of Lexia to supplement core ELA instruction to individualize tier 2 instruction.
- Focus on differentiated instruction during core instruction during PLCs by October 8l 2021.
- Focus on differentiated instruction during core instruction during PLCs by December 18, 2021.
- Focus on differentiated instruction during core instruction during PLCs by March 18, 2022.
- Focus on differentiated instruction during core instruction during PLCs by May 24, 2022.
- Teaching staff will receive professional development on how to support high-achieving students and those identified as gifted and talented by September 30, 2021.
- Teaching staff will receive professional development on how to support high-achieving students and those identified as gifted and talented by May 24, 2022.

Plan Details

All K-5th grade teachers trained in Eureka Math. In the future, all new hires will be trained as appropriate.

Stetson Elementary School

School Overview--

Stetson Elementary is a PK-5 elementary school located in School District 49. We are physically located in northeast Colorado Springs, CO. We serve approximately 470 students with 60 students in Pre-K and 410 students in K-5. Our teaching staff consists of approximately 36 staff members, many who have been at Stetson the majority of their teaching career combined with teachers new to Stetson and D49. We house an Affective Needs (AN program) and a Social Communication (SoCo) program. Our students come from a wide cultural background, and 28% of our students are eligible for free and reduced lunch. Our student demographics represent varying learning needs. Of our total students 52% are boys and 48% girls. Our Asian population is 3%, African American 5%, Hispanic 25%, Multiple races 11%, white 55% and American Indian and Pacific Islander populations are less than 1% combined. Data analysis and major improvement strategies were completed with the assistance of the Building Leadership Team which includes representation from each grade level and department. Data and major improvement strategies were reviewed with and approved by the SAC. A new role of Instructional Dean was added to support instruction, specifically for our special education students, resulting in greater collaboration and targeted instruction and data analysis. All students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students K-5 participate in art, music, library, technology, and physical education classes.

Assessment Participation--

For the 20-21 school year due to the pandemic our CMAS participation rates dropped significantly due to the pandemic and state requirements.

For the 19-20 school year Stetson Elementary School met the state expectation for at least 95% participation in state assessments based on the most recent SPF. Our assessment participation rate is 97.3% for ELA, 97% for math, and 94.9% for Science.

Process and Stakeholder Involvement--

Data analysis and major improvement strategies were completed with the assistance of the Building Leadership Team (BLT) which includes representation from each grade level and department. Data and major improvement strategies were reviewed with and approved by the SAC during quarterly meetings. After implementing a new PLC process and master schedule it was determined that more time to analyze data and plan for instruction was needed and our digging deeper in data (DDD) time. For the 21-22 school year each grade level will meet bi-weekly for more time to analyze data, identify needs and challenges, and isolate root causes, as well as to create and analyze common assessments. This data time is also used to support the MTSS and SPED processes as well as appropriate intervention placement for students. This group of professionals consists of general education teachers from each grade level, special education teachers, CLDE teacher, instructional coach, counselor, assistant principal and principal.

Data Review and Identified Opportunities for Improvement--

EOY data and reflections:

Acadience Data Glows from EOY 20-21

Reduced students with SRD: 49 students no longer SRD (28 kinder, 11- 1st, 5 -2nd, 5 3rd)

Kinder reducing well-below- 43% Well Below at BOY / EOY 8% Above average at EOY

- 1.) **Safe, Supportive, and Collaborative Culture (HRS Level 1)** - Stetson will continue to strive to provide a safe, supportive and collaborative culture. Safety and security protocols are in place and effective at Stetson. Overall school culture has improved but remains an important area of focus for us because we know that post-Covid social-emotional topics will be more important than ever. Another area of need is in collaborative PLC work, which has improved, but remains a critical focus. Over the summer BLT leaders were trained in best practice PLC methods to better equip them to lead meaningful PLC meeting and data conversations.

- 2.) **Effective Teaching in Every Classroom (HRS Level 2)** - Stetson educators and leaders continue to learn best practice elements and strategies within the Marzano New Art & Science of Teaching instructional framework. We will continue to improve our framework implementation, with a focus on elements 1-3 within the Feedback portion of the framework-- learning goals & scales, tracking student progress, and celebrating student success. Our BLT leaders have been trained and empowered to lead their PLC and data meetings leading to meaningful planning and data analysis.

- 3.) **Guaranteed and Viable Curriculum (HRS Level 3)** - We continue to develop our curriculum pacing, resource use, learning goals, and learning scales in both ELA and Math. We will continue to work on both math and ELA. Teachers have received additional training in pacing and intervention strategies for CKLA. Our grade level teams are planning and establish appropriate pacing witht he support of our zone math coach who is helping them to identify the priority standards and content in our math resource, allowing for more effective and targeted instruction.

Owner: Beth Dowdy

Action Plans: 3	Projects: 10

Action Plans 8.1 Progress 0%

School Safety and Climate

School Safety and Climate is one of the three POWER Zone focuses. The culture and climate of Stetson will consistently demonstrate behaviors that reflect a safe, supportive, collaborative, and equitable school culture.

This action plan is addressing the following root cause: Safe, Supportive, and Collaborative Culture (HRS Level 1)

Measure: Stetson achieved certification in HRS Level 1 in 2017-18 and it is an expectation to collect ongoing data to receive recertification. By May 2022, Stetson will resurvey appropriate stakeholders in High-Reliability Schools (HRS) level 1 with an expectation of 85% or above on all survey items. This represents a safe, supportive, and collaborative school climate, and this aligns with the projects for this action plan.

Measure: By May 2022, Stetson students will answer yes at 95% or above to each of the following three questions from the District Culture & Climate Survey: --I have at least one friend at school, --Adults at school care about me, and --I feel safe at school.

Measure: For the 2021-2022 school year we will achieve 7.6-7.9 rating on the Culture & Climate Parent: Q20: Avg. Parent response: The school communicate school policies and procedures clearly to parents/guardians. in subsequent years achieving the next level.

Owner: Beth Dowdy

Projects: 3

Associated Root Cause(s)
Safe, Supportive, and Collaborative Culture (HRS Level 1)

Local Accountability Indicator Area
School Culture
Safety and Security
Leadership

Update provided by Beth Dowdy on Apr 07, 2021 19:24:47

Add SMART goal sentence

Projects 8.1.1

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 25%

Relationships & Safety

Capturing Kids Hearts is our relational framework and it supports the action plan of school safety and climate. School safety is always a top priority.

-All staff will be trained in the Capturing Kids Hearts Relational framework and will implement it in their classrooms

-Develop and revisit our staff social contract

-We will rate on elements that align with CKH to hold staff accountable for consistently implementing CKH

-Establish CKH committee to merge with our PBIS committee

-Instructional coach is a process champion and will provide ongoing training and feedback to staff

Owner: Beth Dowdy

Checklist (Equal Weighting) : 2/8
- ~~New hire CKH training July 2021~~
- CKH all staff refresher in Jan 2022
- Teacher observations focused on Marzan context elements and CKH elements by end of October 2021
- School wide PBIS training for students after Fall break
- School wide PBIS training for students after Christmas break
- School wide PBIS training for students after Spring break
- Reevaluate staff social contract after Christmas break
- ~~School-wide PBIS training at the beginning of the year~~

Plan Details
-All staff will be trained in the Capturing Kids Hearts Relational framework and will implement it in their classrooms

-Develop and revisit our staff social contract

-We will rate on elements that align with CKH to hold staff accountable for consistently implementing CKH

-Establish CKH committee to merge with our PBIS committee

-Instructional coach is a process champion and will provide ongoing training and feedback to staff

Projects 8.1.2

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 33%

Professional Learning Communities

PLC'S will be transitioning to teacher-led opportunities and will be an integral part of planning for instruction and analyzing data

-Building leadership team retreat planned for July 27th to train staff in the why and how of leading PLCs

-Weekly plan time requirement of implementing the PLC process to provide opportunities for collaboration among staff

-Bi weekly plan time requirement for data discussion

-Ongoing coaching from instructional coach and evaluative feedback from administration

Owner: Beth Dowdy

Checklist (Equal Weighting) : 2/6
- ~~Building Leadership Team Retreat for PLC training -- July 27th~~
- Teachers will be planning and leading PLCs independently by January 2022
- Beginning of the year goal setting conferences complete by September 30, 2021
- Middle of the year evaluation meetings complete by January 30, 2022
- End of year evaluation meetings completed by April 30, 2022
- ~~Bi weekly meetings with admin and instructional coach~~

Plan Details
-Building leadership team retreat planned for July 27th to train staff in the why and how of leading PLCs

-Weekly plan time requirement of implementing the PLC process to provide opportunities for collaboration among staff

-Bi weekly plan time requirement for data discussion

-Ongoing coaching from instructional coach and evaluative feedback from administration

Projects 8.1.3

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 29%

IDEA Specials Class

To create a more personalized and inclusive learning environment, which contributes to a positive school climate, the IDEA (Innovation, Diversity, Empowerment, Action) specials teacher was added to the specials rotation.

-Hired new specials teacher for this role

-Teacher will focus on science and social studies standards while incorporating math and ELA

-Students will be given the opportunity to serve the community through individual projects

-Students will have the opportunity view academics and social issues through a lense of equity and inclusivity

Owner: Beth Dowdy

Checklist (Equal Weighting) : 2/7
- ~~To create a more personalized and inclusive learning environment, the IDEA (Innovation, Diversity, Empowerment, Action) specials teacher was added to the specials rotation~~
- ~~Quarter 1-- IDEA teacher plans quarterly with teachers to align science and social studies standards~~
- Inclusive Community event planned for November 2021
- Students will complete culminating project by May 2022
- Quarter 2-- IDEA teacher plans quarterly with teachers to align science and social studies standards
- Quarter 3-- IDEA teacher plans quarterly with teachers to align science and social studies standards
- Quarter 4-- IDEA teacher plans quarterly with teachers to align science and social studies standards

Plan Details
-Hired new specials teacher for this role

-Teacher will focus on science and social studies standards while incorporating math and ELA

-Students will be given the opportunity to serve the community through individual projects

-Students will have the opportunity view academics and social issues through a lense of equity and inclusivity

Action Plans 8.2   Progress 0%

	%	#
● Status Pending	100.0	4

Academic Performance

Academic Performance is one of three important focuses in the POWER Zone. Stetson teachers will utilize best practices using the New Art and Science of Teaching instructional framework to ensure effective teaching in every classroom (HRS Level 2) across all content areas, specifically ELA and math. As a school we will continue to work on a guaranteed and viable curriculum (HRS Level 3) for both ELA and math, K-5th grade, to increase our outcomes with students.

HRS Level 2 Measure: Stetson achieved certification in HRS Level 2 in 2018-19 and It is an expectation to collect ongoing data to receive recertification. By May 2022, Stetson will resurvey appropriate stakeholders in High-Reliability Schools (HRS) level 2 with an expectation of 85% or above on all survey items. This represents effective teaching in every classroom and aligns with the projects for this action plan.

HRS Level 3 Measure: Stetson is pursuing HRS level 3 work which ensures a guaranteed and viable curriculum. By June 2023, Stetson will have made progress towards HRS level 3 outcomes.

Primary Literacy Measure: By May 2022, 75% of all Kindergarten through 3rd-grade students will score at benchmark or above based upon Acadience composite end-of-the-year benchmark assessments.

ELA Measure: On Star 360, a minimum of 65% of K-5th grade students will make typical to high GROWTH from BOY to EOY.

Math Measure: On Star 360, a minimum of 65% of K-5th grade students will make typical to high GROWTH from BOY to EOY.

Owner: Beth Dowdy

Projects: 4

Associated Root Cause(s)
Effective Teaching in Every Classroom (HRS Level 2); Guaranteed & Viable Curriculum (HRS Level 3)

Local Accountability Indicator Area
Student Learning

Academic Achievement ELA

2019-2020: Stetson students, 3rd-5th grade, will achieve at 75% on the CMAS ELA assessment per the SPF.
2020-2021: Stetson students, 3rd-5th grade, will achieve at 77% on the CMAS ELA assessment per the SPF.

Action Plans 8.2 Academic Performance Academic Performance is one of three important focuses in the POWER Zone. S...
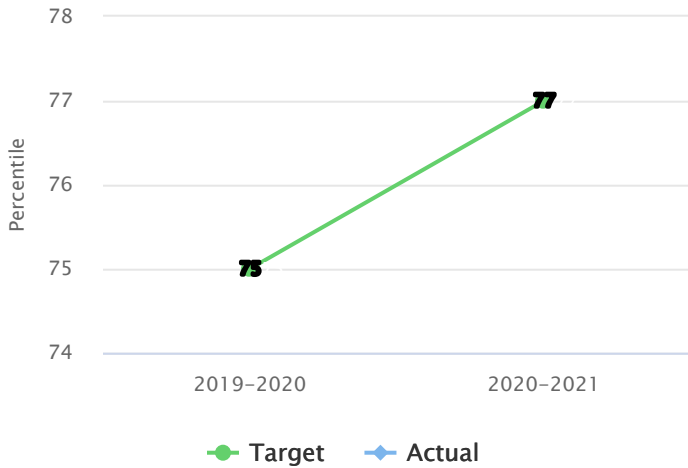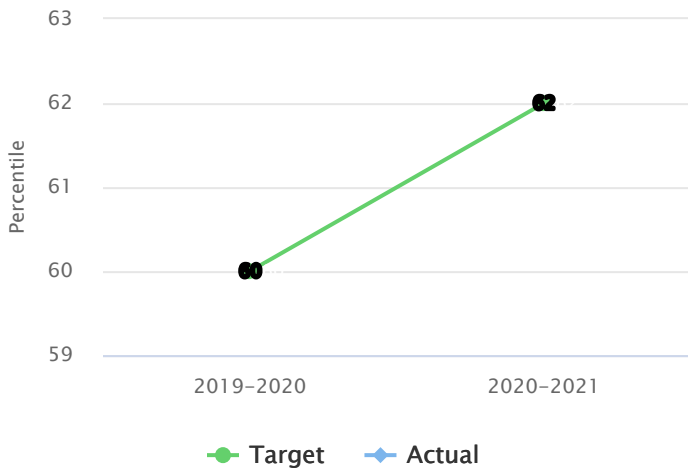

Academic Achievement Math

2019-2020: Stetson students 3-5 will achieve at 60% on the CMAS Math assessment per the SPF
2020-2021: Stetson students 3-5 will achieve at 62% on the CMAS Math assessment per the SPF

Action Plans 8.2 Academic Performance Academic Performance is one of three important focuses in the POWER Zone. S...
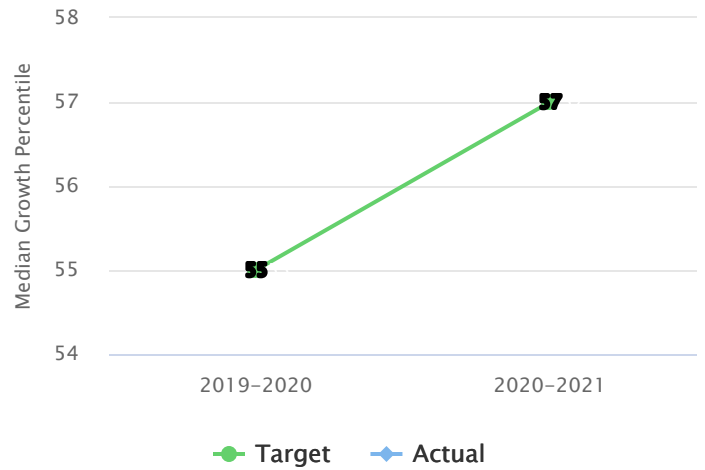

Academic Growth ELA

2019-2020: Stetson students, 4th-5th graders, will achieve at the 55th MGP on the CMAS ELA assessment according to the CMAS Growth Report.
2020-2021: Stetson students, 4th-5th graders, will achieve at the 57th MGP on the CMAS ELA assessment according to the CMAS Growth Report.

Action Plans 8.2 Academic Performance Academic Performance is one of three important focuses in the POWER Zone. S...

Academic Growth Math

2019-2020: Stetson students, 4th-5th graders, will achieve at the 50th MGP on the Math ELA assessment according to the CMAS Growth Report
2020-2021: Stetson students, 4th-5th graders, will achieve at the 52th MGP on the CMAS Math assessment according to the CMAS Growth Report

Action Plans 8.2 Academic Performance Academic Performance is one of three important focuses in the POWER Zone. S...
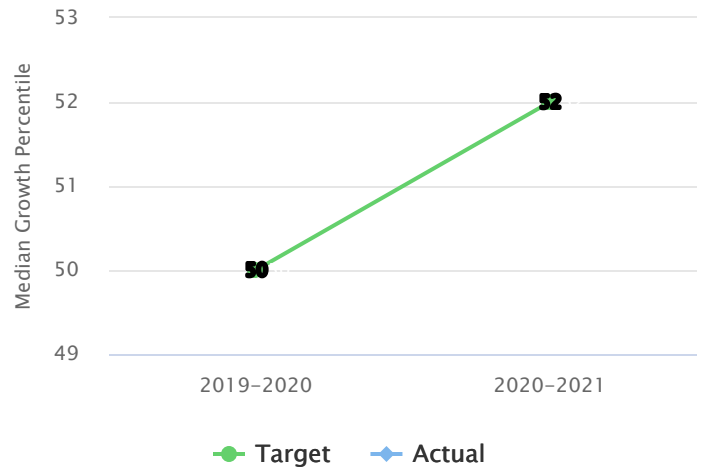
Projects 8.2.1

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

HRS Level 2: Effective Teaching in Every Classroom

-PLCs will continue to be implemented weekly for all teams. Additionally, a data PLC will take place every other week to evaluate common assessments and benchmarking data

-Team leads will be given training to plan and lead PLCs effectively

-Explicit focus on elements 1, 2, 3 of the NASOT framework will be a common topic in PLCs as well continually rated and feedback provided through the teacher evaluation system

-Direct instruction-Context elements 6, 7, 8 will be a focus as well

Owner: Beth Dowdy

Checklist (Equal Weighting) : 0/4
- Team leads will independently plan and lead PLC by January 1, 2022
- Context elements will be evaluated ongoing, but specifically first quarter
- All licensed staff are required to complete CDE reading training by June 1, 2022
- All teachers will use a generic scale by the end of the 2nd quarter

Plan Details
-PLCs will continue to be implemented weekly for all teams. Additionally, a data PLC will take place every other week to evaluate common assessments and benchmarking data

-Team leads will be given training to plan and lead PLCs effectively

-Explicit focus on elements 1, 2, 3 of the NASOT framework will be a common topic in PLCs as well continually rated and feedback provided through the teacher evaluation system

-Context elements 6, 7, 8 will be a focus as well

Projects 8.2.2

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 80%

HRS Level 3: Guaranteed and Viable Curriculum

-We will continue our work with prioritizing standards in ELA and Math through PD and our PLC time

-Our zone math coach will regularly meet with all grade levels

-We have scheduled training for CKLA, ST math and Lexia for the beginning of the year

-CKLA K-2 edition 2 has been completed with staff and will be given to new hires. CKLA -for 3-5 teams have begun work on prioritizing standards and will continue that under the direction of the instructional coach. Additionally a training for small group and remediation training is scheduled for this year

Owner: Beth Dowdy

Checklist (Equal Weighting) : 4/5
- Monthly meetings with math coach
- ~~Beginning of the year CKLA training for all staff~~
- ~~Beginning of the year ST math training~~
- ~~Beginning of the year Lexia training~~
- ~~CKLA intervention training by October 1, 2021~~

Plan Details
-We will continue our work with prioritizing standards in ELA and Math through PD and our PLC time

-Our zone math coach will regularly meet with all grade levels to

-We have scheduled training for CKLA, ST math and Lexia for the beginning of the year

-CKLA K-2 edition 2 has been completed with staff and will be given to new hires. CKLA -for 3-5 teams have begun work on prioritizing standards and will continue that under the direction of the instructional coach. Additionally a training for small group and remediation training is scheduled for this year

Projects 8.2.3 ⬚

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Primary Literacy

-K-2 teachers have received training on CKLA addition 2. New hires will receive this training as well at the beginning of the year

-3-5 teachers have prioritized standards and will continue this work throughout the year

-K-2 will be begin prioritizing standards work in the fall and continue throughout the year

-Training in acadience testing and STAR 360 will take place at the beginning of the year to norm

Owner: Beth Dowdy

Checklist (No Weighting) : 2/4

- ~~K-2 teachers have received training on CKLA addition 2. New hires will receive this training as well at the beginning of the year~~
- 3-5 teachers have prioritized standards and will continue this work throughout the year
- K-2 will be begin prioritizing standards work in the fall and continue throughout the year
- ~~Training in acadience testing and STAR 360 will take place at the beginning of the year to norm~~

Plan Details

-K-2 teachers have received training on CKLA addition 2. New hires will receive this training as well at the beginning of the year

-3-5 teachers have prioritized standards and will continue this work throughout the year

-K-2 will be begin prioritizing standards work in the fall and continue throughout the year

-Training in acadience testing and STAR 360 will take place at the beginning of the year to norm

Projects 8.2.4 🗨

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 33%

Math

-Zone math coach has begun standards and assessment work

-Staff will be designing learning goals and scales around math standards, with the support of the instructional coach

-Staff will be trained in using STAR 360 data for math data discussions and planning

-Staff will be trained and intentional with use of ST math data to plan for instruction

Owner: Beth Dowdy

Checklist (Equal Weighting) : 1/3
- ~~Beginning of the year ST math training for al teachers~~
- STAR report training to obtain data for guiding instruction
- Team leads and instructional coach will be providing ongoing training on priority standards in math

Plan Details

-Zone math coach has begun standards and assessment work

-Staff will be designing learning goals and scales around math standards, with the support of the instructional coach

-Staff will be trained in using STAR 360 data for math data discussions and planning

-Staff will be trained and intentional with use of ST math data to plan for instruction

Action Plans 8.3 📝 Progress 0%

Personalized Learning

Personalized Learning is one of three important focuses in the POWER Zone. The success of each individual student is our priority. We expect our staff to meet the needs of all learners through a combination of best teaching practices and personalized learning resources.

NASOT elements 1-3 Measure: By May 2022, 80% of teachers will rate "applying" on NASOT element 1 (Providing Scales and Rubrics) based on consistent use of a generic scale with every lesson and based on effective use of one ELA and one math specified scale. By May 2022, 100% of teachers will receive non-evaluative feedback on NASOT elements 2 and 3 (Tracking Student Progress & Celebrating Success)

ST Math Measure: 85% or more of students will meet zone expected ST Math minutes and progress.

Lexia Core 5 Measure: 85% or more of students will meet zone expected Lexia Core 5 minutes and progress.

Owner: Beth Dowdy

Projects: 3

Associated Root Cause(s)
Safe, Supportive, and Collaborative Culture (HRS Level 1); Safe, Supportive, and Collaborative Culture; Effective Teaching in Every Classroom (HRS Level 2); Guaranteed & Viable Curriculum (HRS Level 3)

Local Accountability Indicator Area
Student Learning
School Culture

	%	#
● Status Pending	100.0	3

Projects 8.3.1

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

New Art & Science of Teaching (NASOT) Elements 1-3

-Training will be provided on the three elements using the Marzano Compendium and training by Instructional Coach

-Teachers will be held accountable to the framework through evaluations, ongoing discussion and training

-All new staff will take the NASOT book study within their first two years and will have ongoing training through the new teacher induction process

Owner: Beth Dowdy

Checklist (No Weighting) : 1/3
- ~~New staff enrolled in NASOT book study~~
- At least one element will be highlighted at staff meetings
- Staff will be provided with highlighted element compendium as each element is addressed

Plan Details
-Training will be provided on the three elements using compendium and training by IC

-Teachers will be held accountable to the framework through evaluations, ongoing discussion and training

-We will be specifically looking at elements _____(Theresa and Beth will be doing further planning on this)

-All new staff will take the NASOT book study and will have ongoing training through the new teacher induction process

Projects 8.3.2

Jul 15, 2021 - Jun 15, 2023   Status Pending   Progress 0%

Personalized Learning Programs

ST Math

-updated training on teacher use and data analysis

-regular data discussions during PLC time

-clear expectations and accountability for usage

-ST math and Lexia time alloted for on master schedule

Lexia Core 5

-updated training on teacher use and data analysis

-regular data discussions during PLC time

-clear expectations and accountability for usage

-Zone expectations for use of ST math and Lexia. Schedule is being implemented to allow for time in the day for students to complete this.

Owner: Beth Dowdy

Checklist (No Weighting) : 2/4
- Quarterly updated training on teacher use and data analysis
- ~~ST math and Lexia time alloted for on master schedule~~
- ST math and Lexia time use will be verified through observation and data analysis
- ~~Data discussions bi weekly~~

Plan Details

ST Math

-updated training on teacher use and data analysis

-regular data discussions during PLC time

-clear expectations and accountability for usage

-ST math and Lexia time alloted for on master schedule

Lexia Core 5

-updated training on teacher use and data analysis

-regular data discussions during PLC time

-clear expectations and accountability for usage

Zone expectations for use of ST math and Lexia. Schedule is being implemented to allow for tie in the day for students to complete this.

Projects 8.3.3

Jul 15, 2021 - Jun 15, 2023 | Status Pending | Progress 0%

Intervention Block

-Clear expectations and accountability for all staff in following master schedule

-Staff have indicated a desire for more training in effective interventions and resources used in interventions. This will be ongoing training provided by instructional coach through the year

-CKLA training in small groups and remediation will be a BOY training with ongoing support

-Using ESSER funds to provide additional support for small groups and interventions with three paraprofessionals

-Intervention blocks have been more targeted and intentional this school past school year. Groups are determined through data conversations in weekly PLC meetings. Teachers are implementing interventions in the classroom, as well as in pull out small groups.

Owner: Beth Dowdy

Checklist (No Weighting) : 3/4
- ~~Intervention block scheduled on master schedule~~
- ~~Intervention groups determined by Sept 1 and then during data PLC~~
- Hire gen Ed para using ESSER funds
- ~~Instructional coach to provide training on intervention resources by Sept 30, 2021~~

Plan Details

-Clear expectations and accountability for all staff in following maste schedule

-Staff have indicated a desire for more training in effective interventions and resources used in interventions. This will be ongoing training provided by instructional coach through the year

-CKLA training in small groups and remediation will be a BOY training with ongoing support

-Using ESSER funds to provide additional support for small groups and interventions with three paraprofessionals

-Intervention blocks have been more targeted and intentional this school past school year. Groups are determined through data conversations in weekly PLC meetings. Teachers are implementing interventions in the classroom, as well as in pull out small groups.

School 9

ARCHIVED PLANS PRIOR to SY ENDING 22 (SY22)

Owner: Dan Snowberger