



# **Stetson Elementary Improvement Plan**

Jul 01, 2021 - Jun 30, 2023

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## **Stetson Elementary School Contact Information**

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**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 with the 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.

## 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.

**Associated Root Cause(s)**

Safe, Supportive, and Collaborative Culture (HRS Level 1)

**Local Accountability Indicator Area**

School Culture

Safety and Security

Leadership

*Updated on Apr 07, 2021 19:24:47*

Add SMART goal sentence

## Projects 8.1.1

Jul 15, 2021 - Jun 15, 2023

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

### 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

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

### 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

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

### 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%

### 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.

### Associated Root Cause(s)

Effective Teaching in Every Classroom (HRS Level 2); Guaranteed & Viable Curriculum (HRS Level 3)

### Local Accountability Indicator Area

Student Learning

## Projects 8.2.1

Jul 15, 2021 - Jun 15, 2023

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

#### 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

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

#### 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

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

### 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

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

### Checklist (Equal Weighting) : 1/3

- ~~Beginning of the year ST math training for all 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.

### Associated Root Cause(s)

Safe, Supportive, and Collaborative Culture (HRS Level 1); Safe, Supportive, and Collaborative Culture; Effective Teaching in Every Classro

om (HRS Level 2); Guaranteed & Viable Curriculum (HRS Level 3)

## Local Accountability Indicator Area

Student Learning

School Culture

### Projects 8.3.1

Jul 15, 2021 - Jun 15, 2023

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

#### 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

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 allotted 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.

#### Checklist (No Weighting) : 2/4

- Quarterly updated training on teacher use and data analysis
- ~~ST math and Lexia time allotted 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 allotted 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

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.

### 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.