



# Colorado's Unified Improvement Plan for Schools

West Elementary School UIP 2020-21 | School: West Elementary School | District: Colorado Springs 11 | Org ID: 1010 | School ID: 9445 | Framework:  
Priority Improvement Plan: Meets 95% Participation | Draft UIP

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## Executive Summary

### If we...

#### ASSESSMENT SYSTEM AND CULTURE OF DATA USE

##### Description:

Average score of all students, including gifted students, tested on Galileo End of Year benchmark assessment will meet or exceed the district average. >55% of students will be benchmark and above on Acadience progress monitoring. (11% increase over 2019-2020) 100% of students will review their data, set goals and create a portfolio of their work to demonstrate their growth and increase their efficacy. 100% of teachers will systematically and collaboratively analyze student work as evidenced by PLC.



#### INFLUENCING FOR RESULTS AND MANAGEMENT

##### Description:

West will reach neutral in Effective Leadership on the 5E rubric. (50 on the rubric) West will reach neutral on Collaborative Teachers on the 5E rubric. (50 on the rubric)



## Then we will address...

### LACK OF ASSESSMENT SYSTEM AND CULTURE OF DATA USE

#### Description:

When working to identify why student groups were not performing well, West has examined its data practices and determined that systems and structures were not fully in place to effectively assess and monitor student performance across the school. Data can be used more effectively to inform instruction and intervention to improve student outcomes.



### LACK OF INFLUENCING FOR RESULTS AND MANAGEMENT

#### Description:

The 5 Essentials survey data in conjunction with a CDE diagnostic review determined that West Elementary is weak in the areas of Collaborative Teachers and Effective Leadership. There is a need for teachers to share a strong sense of responsibility for student development, school improvement, and professional growth. There is a need for the school leadership team to communicate more effectively the initiatives/priorities of the school including, rationale, goals, progress, follow up, and early wins.



## Then we will change current trends for students

### ACADEMIC ACHIEVEMENT

#### Description:

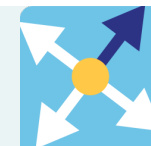
Academic achievement is below the District and State in all categories. All groups still fall either into Approaching or Does Not Meet categories.



### ACADEMIC GROWTH

#### Description:

Academic growth is below the District and State. All groups still fall either into Approaching or Does Not Meet categories.



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

## Improvement Plan Information

### Additional Information about the school

#### School Contact Information

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## Narrative on Data Analysis and Root Cause Identification

### Description of School Setting and Process for Data Analysis

West Elementary is a part of West Campus, an integrated campus that has housed two schools over the past eleven years: West Elementary and West Middle School. West Elementary is a small Title I elementary school with approximately 200 students Pre-K to 5. West Elementary added a Pre-K program in 2019-2020. West Campus is in the unique community that is known as the West side of Colorado Springs in Old Colorado City. Since 1924, West Campus has been a core part of the West side community. The school leadership model has changed over the years from two principals, one over each school, to one principal over both schools for 3 1/2 years, and then back to two principals since February of 2017. The most recent leadership change has allowed the principal of West Elementary to focus on the unique needs of the elementary student population. Staff meetings are held twice a month and grade level teacher teams meet in Professional Learning Communities once per week. All teachers at West Elementary are highly qualified. This is determined by reports from the D11 Human Resources department, the Colorado Department of Education, and documentation provided by the teachers. West Elementary has a diverse population: 56.4% White; 29.86% Hispanic or Latino; 6.16% African-American; .47% American Indian or Alaska Native; and 6.16% identifying as two or more races. Special Populations encompass: 78.67% Free and reduced lunch eligible; 9.95% SPED; 4.27% English Language Learners (ELL); .47% Gifted and Talented.

Elementary students are scheduled into a homeroom class where all core subject areas are taught. Students in kindergarten through third grade are guaranteed at least ninety minutes of core reading instruction. Students of all dis-aggregated groups take courses of similar challenge throughout the school and there are no discrepancies of note that require further action. Teachers flexibly group students, according to academic need, and may have some groups receive small group instruction with

another teacher within the grade level. Students who are identified as performing below grade level may receive supplemental small group reading or math instruction in addition to the classroom instruction. Likewise, students who are identified as gifted and talented may receive additional enrichment opportunities within or outside of the homeroom classroom. All students are scheduled to participate in specials classes such as vocal music, physical education, and art. Parents may choose to have their 4th or 5th grade student participate in instrumental music instruction within the school day. Academic support for English Learners includes sheltered instruction in all content areas within the general education classroom and pull-out individual and small group instruction by a highly qualified ELL teacher for support in language acquisition, depending on student need. Instructional services for students in special education include accommodations and modifications in the general education classroom with support by certified or classified special education staff. Pull-out direct instruction in an individual or small group setting for language arts and math is also provided. This instruction will include some before, during and after school tutoring. Data will be monitored and instruction will be adjusted to meet the needs of all students. All special education services are coordinated by highly qualified special education teachers. Our Reading Wonders curriculum resource is inclusive of cultural and social diversity. Our ST Math curriculum provides non-linguistic math instruction, building foundational mathematical concepts by removing language as a barrier in accessing the content.

The parents/guardians of all students who enroll in District 11 fill out enrollment paperwork that includes questions about the family's living situation. If parents/guardians indicate that they are living in a potentially McKinney-Vento eligible situation, an enrollment follow-up letter is given to the family to gather further information. Both the enrollment form and the follow-up letter are faxed to the Title I office for a determination of McKinney-Vento status. Schools are notified either way (eligible or not eligible). If a family becomes eligible for McKinney-Vento during the school year, school secretaries/data processors/registrars/liaisons are trained to inform parents/guardians of their right to remain at that school, regardless of where the family is currently living, with district-provided transportation if the residence is outside the school of origin's attendance areas or in a transported zone.

The performance of West Elementary over its eleven years has been mixed. In its first year, West's performance status was Priority Improvement. Over the next three years, West performance status was Improvement. In 2013-2014 West fell to Priority Improvement status again. In 2014-2015, no performance status was assigned. In 2015-2016, West was initially Priority Improvement, but after a request for reconsideration, the performance status was changed to Improvement. In the 2016-2017 school year, West Elementary School was assigned a Plan Type of Turnaround. In 2017-2018 West Elementary performance status was Improvement. In 2018-2019 West performance status was Priority Improvement. Colorado Measures of Academic Success and School Performance Framework data for 2020 is not available, due to the global pandemic.

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## Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).**

Improve the quality of instruction in Math: 100% of teachers planned their instructional approach based on the aspect of rigor: conceptual, procedural and application, needed for student mastery, as evidenced by lesson plans, walk through, and PLC discussions. Teachers regularly used Achievement Network interim assessments to backwards plan instruction and increase student mastery of standards. Our goal for students to meet or exceed the Achievement Network average on the third quarter assessment was met by second grade. Third and Fifth grade improved their percent, but did not reach the Network average. Fourth grade was flat and remained 1 percent below the average.

Increase the quality and rigor of instruction in ELA (Writing): Teachers continued text-first planning as evidenced by lesson planning and walk through. Instruction was focused on major works of the grade. Student engagement was observed to be low in some classes and coaching was provided to teachers to improve accountability and classroom management. Students used AVID strategies for note-taking and organization. Lesson planning was not always consistent. Some teachers relied on curriculum and did not analyze their instructional practices. Coaching was provided to individual teachers and school-wide professional development will need to continue. Professional Learning Community discussions were rich and provided evidence that teachers were struggling to plan without a grade level partner. The average score of all students on the third quarter Achievement Network assessment did not meet the network average. 3rd and 4th grade raised their scores and were within 1 percent of the Network. Second grade exceeded the network by 2 percent and 5th grade was 10 percent below the network average. For the two previous years 5th grade was 17 percent below the network average, so although the score did not meet the goal it represents positive growth.

Transform Student Culture: A continued focus on preventive supports for students has resulted in lower office managed referral rates. As of March 16, 2020, there were 40 office managed referrals and 5 out of school suspensions. As of March 16, 2019 there were 155 office managed referrals and 44 out of school suspensions. All teachers implemented the first 2 parts of the Capturing Kids Hearts EXCEL Model, Engage and Explore. Implementation of Communicate, Empower and Launch are still being refined. The Process Champions Team had planned more professional development for the Spring Semester after our coaching visit in March which was cancelled due to school closure. Rubric scores are proficient in Arrival, Recess, Dismissal and Engagement. Scores for Hallways, Lunch and Classroom are 1.8 out of 2.0 which represents a proficient rating.

**Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

West Elementary has focused on ELA, Math and Student Culture. Progress in Student Culture has been excellent. Although our work to improve growth and achievement in ELA and Math has been increasing, it has not been enough to catch up or keep up. In order to improve growth and achievement, West will implement a robust data system and culture in order to ensure that the school has a sound understanding of student performance and that the school utilizes the data collected to adjust instruction, monitor academic growth, and make necessary adjustments to the instructional program.

With effective leadership and collaboration West can build commitment, momentum, and influence adult mindsets that are preventing student achievement. In addition, there is a need to narrow the focus of building wide initiatives and strategically support teachers to be successful around them.

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## Current Performance

- School Performance Framework for 2018-2019 indicated that West Elementary School was designated as Priority Improvement. West Elementary School was rated Approaching in Academic Achievement and Does Not Meet in Academic Growth. Accountability Participation was Meets 95%. Performance in subgroups under Academic Achievement fell from Approaching to Does Not Meet for Minority Students in ELA and Minority Students in Math. Academic Achievement in Science fell for All Students and subgroups. Academic Growth declined in ELA for All Students and subgroups. CMAS and SPF data for 2020 is not available, due to the global pandemic. Our school is using local measures, such as the 2019-20 Achievement Network assessment data, Dibels, and 5 Essentials survey to track student progress toward goals.

During 2019-2020, West focused on improving the quality of instruction in English Language Arts, the quality of instruction in Math, and Student Culture. Our performance challenges were substantial across content areas as performance was below D11 and the State. Several areas did show improvement. Student behavior infractions reported to the office decreased by 75% and out of school suspensions decreased by 89%. Student behavior improved as also evidenced by the student culture rubric. Academic Achievement in Math, as measured by the Achievement Network quarter three assessment, showed growth in all measured grade levels (2-5) but did not meet the school goal of meeting or exceeding the Network Average. Dis-aggregated data is not available for Achievement Network assessments. In English Language Arts, all grade levels were within 5 percent of the Achievement Network average. The building leadership team, staff, and School Accountability Committee feel that the major improvement strategies were impacting our root causes and improving achievement and growth , but due to an early release to on-line learning and no state assessment for 2019-2020 data is incomplete.

In 2019, Colorado Springs School District 11 pursued the Empowering Action for School Improvement (EASI) grant for West Elementary. A CDE Holistic Diagnostic Review was completed in the Spring of 2020. The Holistic Diagnostic Review provided an external eye taking a comprehensive look at the school systems to identify areas for improvement. After the review was conducted a report was provided to the school detailing some specific areas of improvement that might propel West Elementary forward academically. An in-person staff debrief was not provided due to the global pandemic. Key findings from the report indicated that the school would benefit from leadership that effectively communicate the initiatives/priorities of the school including, rationale, goals, progress, follow up, and early wins. There is also a need for school leadership to narrow the focus of building wide initiatives and strategically support teachers to be successful around them. It was believed that a diagnostic review of West Elementary was completed 5 years ago with CDE to initiate work with the Turnaround Network. Unfortunately, CDE did not provide diagnostic reviews in 2015, so there is no similar/matching diagnostic of the school to bookend their improvement effort. West

Elementary exited the Turnaround Network in 2017-2018, but fell back to Priority Improvement in 2018-2019.

In May 2020, the building leadership team came together virtually to work together on root cause analysis for the 2020-2021 USIP. The leadership team used multiple sources of local data including staff input from the end of quarter data collaboration days, Achievement Network quarterly assessment data, Dibels data, Read 180/System 44 data, Aims Web and student behavior data. Two major root causes were pre-identified:

1. The lack of a robust data system and culture which supports the school with a sound understanding of student performance and the school's utilization of the data collected to adjust instruction, monitor academic growth, and make necessary adjustments to the instructional program.
2. The 5 Essentials survey data in conjunction with a CDE diagnostic review determined that West Elementary is weak in the areas of Collaborative Teachers and Effective Leadership. There is a need for teachers to share a strong sense of responsibility for student development, school improvement, and professional growth. There is a need for the school leadership team to communicate more effectively -the initiatives/priorities of the school including, rationale, goals, progress, follow up, and early wins.

Work began on an action plan for improvement strategies, professional learning and monitoring. These root causes were shared with the School Accountability Committee and staff at May virtual meetings. In June of 2020, the building leadership team worked together again to review West student data and continue action planning for the 2020-2021 school year. A one-page USIP was refined and the action plan was modified. The team met again in July and completed the draft of the action plan.

West Elementary began working with the Achievement Network (ANet) in 2017-2018. ANet provided interim benchmark assessments that teachers used to drive instructional planning. In addition, they provided professional development in text-first planning and data analysis for re-engagement. ANet Interim assessment data in both ELA and Math showed that over the course of our three year partnership student performance was improving. This was supported by improved performance on the CMAS assessment as well. In 2019, when the building leadership team looked at data, we discovered that for 2018-2019 school year Math achievement and growth had continued to improve, but ELA and Science had declined slightly. This resulted in a drop from Improvement to Priority Improvement on the School Performance Framework.

In 2019-2020 adjustments to the school schedule were made to ensure all students received 90 minutes of core instruction in ELA. An intervention schedule allowed for all students to receive additional time with research based interventions or extensions. Common PLC time was maintained within the school day to allow teachers to plan and review data together. Unfortunately with the enrollment decline, it has been increasingly difficult to provide teachers with a grade level partner for planning and data review. Reading instruction at West Elementary was delivered on a daily basis using specific instructional strategies (Clear Learning Targets, Active Engagement Questioning, Formative Assessment, Differentiation and Reinforcing Effort and Providing Recognition). This instruction was delivered in small groups and included some before, during and after school tutoring. Data was tracked and instruction was adjusted to meet the needs of all students, especially FRL students and including gifted students. We also used the reading instructional strategies from STRIVE Training.

In September of 2020, the West Elementary School Accountability Committee will review the USIP draft, root causes, and preliminary action plan. A larger public meeting will be held in October to review the School Performance Framework, USIP, and Title 1 School-wide plan. Input from parents at this meeting will be considered.

West Elementary strives to be a highly effective and results-oriented school where strategic planning marks the road to success. On-going assessments, progress monitoring, and data driven instruction need to be strengthened to ensure that all students receive instruction based on their needs. Additional academic student supports will continue to be provided before, during, and after school. PLC's are focused on curriculum, assessment data, and the cycle of teaching and learning. Our partnership with the Achievement Network as ended. West will focus on learning to use the District 11 assessment tool, Galileo K12. Professional development with the district has already begun to support teachers in using the data. This year we will have the opportunity to use this assessment to provide a benchmark/screener assessment, mid-year and end of year. The Galileo K-12 Universal Screener is aligned to the Colorado Academic Standards. The Principal, Assistant Principal, Dean, Teaching and Learning Coach (TLC) , Title 1 Coaches and Building Leadership Team will focus on providing clear and consistent feedback on the use of data to improve the instructional program. We will seek to more effectively communicate the initiatives/priorities of the school including, rationale, goals, progress, follow up, and early wins.

The efficacy of West Elementary staff is grounded in the D11 Mission: *We dare to empower the whole student to profoundly impact our world* and Vision: *We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.*

West will focus on two refined goals this school year. First, we will implement a robust data system and a culture of data use and second we will work on developing a community of collective responsibility and leaders will seek to influence for results and narrow the focus of our work to support teachers to be successful. Our action plan for success is defined in our ACT Plan.

The Colorado READ Act requires that all K-3 reading teachers show evidence of training in the science of Reading. West currently has 23% of their K-3 Reading teachers fulfilling this requirement. West will have 100% of required teachers meeting the requirement by Fall 2021. The READ Act requires teachers to assess the literacy development of K-3 students in the areas of phonemic awareness; phonics; vocabulary development; and reading fluency, which includes mastery of oral skills and reading comprehension. The READ Act requires the creation and implementation of an individual intervention plan, called a READ plan, for students identified with a significant reading deficiency. The effectiveness of the intervention strategies is progress monitored and each READ plan is tailored to meet the individual needs of each student. The number of students K-3 with a READ plan at the start of 2019-2020 and after validation was 43. 47 students were considered SRD (Significant Reading Deficiency) by middle of 2019-2020 school year. This is an increase of 10.5%. Some of this negative growth is attributable to new enrollments. Using Acadience progress monitoring data, 7 students (15% of students on Read Plans) showed enough improvement to not be considered SRD or in need of a Read Plan. Daily interventions using research-based strategies were provided to all students on READ Plans. In addition, after-school tutoring was available to any student who were willing/able to participate. Student intervention and tutoring were interrupted on March 13, 2020 due to Covid-19 and the global pandemic. Informal support was offered through distance learning platforms and appropriate practice materials for the remainder of the Spring quarter. Formal



intervention cycles resumed in Fall 2020.

Within the District 11 boundaries, there are 53 preschool, Head Start, private for-profit and private not-for-profit and religiously based early childhood programs. These programs are in Colorado Shines, but because participation is not required past Level 1 (state license requirement), a rating of 1 does not necessarily mean the program is of low quality; it could mean that the program simply does not input data into the Colorado Shines system.

Title I School	Preschools within 1 mile radius	Quality* preschool within 1 mile radius
West ES	7	3

\*Quality = a rating of 4 or 5 by Colorado Shines

We know which kindergarten aged students attended D11 preschool programs and for how many years, but we have not gathered that information for all kindergarten students.

The Alliance for Kids is El Paso County's early childhood council. The Early Childhood trainer for preschools is the District 11 representative on the council. We know which teachers have what credentials in all cases, but there has never been a correlation among credentials, teacher effectiveness ratings and student outcomes.

In terms of professional development, the Early Childhood office provides 18 hours per year of PD to all district and community contracted preschool providers. Topics for this year include Emotional Intelligence, Flip It behavior training, and supporting positive behavior. Topics last year include curriculum, routines and rituals, and intentional teaching. The district provides STEPs for reading classes for early childhood teachers. The district employs an Early Literacy Coach who offers PD throughout the district.

The district currently has three systematized parent engagement avenues: BOE Policy IHBJ Parent/Guardian and Family Engagement in Title I Education; School wide Plans' Parent and Stakeholder Involvement (SWP section 1); and the requires parent component for students identified as having a significant reading deficiency (SRD) and have a READ Plan.

Other district resources that are available for our community are District 11's public Montessori School, Buena Vista Elementary. Our Adult Education program has an infant through elementary child component and conducts home visits on a regular basis through Parents as Teachers. The Tesla Early Learning Center for teen parents in high school is available so teen parents can attend school and have their babies well taken care of. District 11 students are the first in the Pikes Peak region to all have an electronic library card through the Pikes Peak Library District.

Further information regarding Early Childhood in D11:

- D11 has been offering free full-day kindergarten since 2005.
- The district has been increasing the number of preschool classrooms steadily and now has a classroom in all but three elementary schools.

- District 11 has taken over several Head Start programs. Head Start does not require the rigorous levels of educational attainment as District 11.
- Preschoolers are routinely identified through our McKinney-Vento identification process and recommended for immediate enrollment in preschool.

What we have learned through this preliminary examination of data is, while we have data, we do not have a lot of information about the relationship between early childhood education and performance and achievement in the rest of the K-12 system. We are not yet at a place where we can definitively say whether we have a Priority Performance Challenge related to Early Childhood or not. With that said, there are several things being put into place to assist with conversion of data to information and to assist with a continuing Early Childhood focus.

We are exploring the possibility of conducting a district-wide survey of kindergarten parents to determine if their kindergarten students went to preschool, if so where, and if so for how many years. Over time, this data could reveal patterns useful for decision-making. District 11 is also blueprinting a K-3 Literacy Academy to, eventually, train all K-3 teachers in early literacy strategies (who do not already meet the requirements). We will be monitoring the recommendations of the Dyslexia Committee at the state level. We also realize there is a need to increase effective transition strategies for preschool to kindergarten.

Parent involvement in Title I schools is a challenge for a variety of reasons: some parents work multiple jobs and therefore have limited time to dedicate to school groups and committees; language barriers are often present in immigrant families and second language learner students, often accompanied by a fear of "the system" by those parents who may be undocumented; a lack of understanding of the importance of parental involvement in students' educations and the positive impact on student academic achievement, behavior and attendance that accompanies parental involvement; a belief that school and parenting are two distinct and separate processes that should not become intertwined; and a belief by parents that school personnel are educational "experts" and that they-parents-lack the skills and knowledge to become productive participants in school processes and decision making. These reasons may be among others.

With this in mind, West Elementary School employs specific strategies based upon research to increase the involvement of parents, families and community in school processes and decision making by making those members of the school community and then asking for their assistance.

Strategy #1: At the beginning of the school year, we conduct a parent-teacher event for incoming Kindergarten parents. Parents are invited via phone call to come to the school to meet with the student's teacher for the upcoming year. The purpose of this meeting is to establish a teacher-parent relationship. Teachers may assess the incoming students for appropriate teacher placement as well to answer any questions the parents and or students may have as they transition into Kindergarten. The school also provides all of the parents with resources for the parents to support their student at home. Due to the global pandemic in 2020, this event was cancelled. In lieu of a face to face meeting, Kindergarten teacher reached out to each individual family and made home visits. School supplies and computers for distance learning were delivered to every Kindergarten family.

Strategy #2: Open House for parents, families and community occurs in September approximately two weeks after school opens. The purpose of Open House is to showcase the school for parents, extended family members and members/businesses from the community. We utilize this time to review the Title 1 parent compact, school and district parent involvement policies, and strategies from the School-wide Plan. We also give the parents an opportunity to meet their student(s) teacher(s) and become familiar with what to expect for the upcoming year. We also invite different groups such as the Pikes Peak Library, Boy Scouts of America,

Girl Scouts of America, and the PTA to provide information to get the students involved in different groups. Due to the global pandemic in 2020, our school Open House was cancelled. Email, social media and school web-page announce have been sent out to showcase our school. Title 1 Parent compacts and the Title 1 Power Point have been placed on the school web-page.

Strategy #3: School-to-home communication. Daily two-way communication between teachers and parents is vital. To facilitate this, West Elementary plans to provide all students with a student planner that is a vehicle for notes to and from teachers/parents, and also includes the Title I Annual Notification of parent rights and the Parent-Teacher-Student compact. This has been delayed due to distance learning. We also use Class Dojo to communicate with the families to ensure they have access to the daily activities in the school.

Strategy #4: Parent-Teacher Conferences: During parent teacher conferences in October, West teachers work to ensure 100% participation. Phone calls are made to all families to schedule. Events are also scheduled during the conference days to increase attendance. AVID strategies are taught to parents and students in the Media Center. All students who participate in a conference with their parents and go to three AVID stations are able to receive a coupon to spend toward a book in the Book Fair.

Strategy #5: Principal's 2nd Cup of Coffee. These meetings are scheduled monthly to meet with parents and receive their input, feedback on the School-wide plan discuss student achievement and assessment data. These meetings may be virtual through an open Webex room depending on current COVID trends in our community.

Strategy #6: Title 1 Family Nights. Family nights are planned to engage parents and students in activities designed to address the major improvement strategies of the USIP. (Math, Literacy and Culture) These activities may also be impacted by current COVID trends in our community.

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## Trend Analysis



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Academic Achievement - English Language Arts: Student performance for All Students from 2017 to 2019 was rated as Approaching. However performance increased and then decreased from 2017 to 2019. (Percentile Rank = 24, 28, 19). This is notable because performance is still below state expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Academic Achievement - Science: For the subgroup Minority Students the rating in 2017 and 2019 was Does not Meet. There was not a large enough n in 2018 to report (Percentile Rank = 11, 6) CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Academic Achievement - Science: For the subgroup of FRL the rating in 2017 was Does Not Meet. In 2018 it increased to Approaching and in 2019 it declined to Does Not Meet. (Percentile Rank = 12, 26, 11) CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

The percentage of students who met or exceeded benchmark scores on the DIBELS Next Composite: Spring 2017- 40%, Spring 2018- 48%, Spring 2019 - 52% The percent projected for Spring 2020 was (NEED DATA HERE)



**Trend Direction:** Stable then increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Academic Achievement - Math: For the subgroup Minority Students the rating in 2017, 2018 and 2019 the rating was Does Not Meet. (Percentile Rank = 11,11,12) This is notable because performance is far below state expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Academic Achievement - Math: For the subgroup of FRL the rating in 2017 was Does Not Meet. In 2018 and 2019 it was Approaching. Percentile Rank = (9, 12, 15) This is notable because performance is below state expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.

**Trend Direction:** Increasing then decreasing



**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Academic Achievement - English Language Arts: For the subgroup of FRL the rating in 2017 was Approaching. In 2018, the rating was still Approaching but improved significantly in Percentile Rank. In 2019, it was still approaching but declined in percentile rank. (Percentile Rank = 16,28,16) This is notable because performance is still below state expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Academic Achievement - English Language Arts: For the subgroup of Minority Students the rating in 2017 was Does Not Meet. In 2018, it increased to Approaching and in 2019 it declined to Does Not Meet. (Percentile Rank = 13,18, 9) This is notable because performance is still below state expectations CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Academic Achievement -Science: All Students were rated as Approaching in 2017 and 2018. All Students declined to Does Not Meet in 2019. The percentile rank increased and then decreased. (Percentile Rank = 16, 26, 11) This is notable because performance is still below state expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Academic Achievement - Math: Student performance for All Students was Does Not Meet in 2017, and Approaching in 2018 and 2019 Performance in increasing from 2017 to 2019. (Percentile Rank = 13,17,18) This is notable because performance is still far below state expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

Academic Growth - English Language Arts: All Students were rated as Does Not Meet on the 2017 SPF. In 2018, All Students increased to Approaching. In 2019, All Students declined to Does Not Meet. The MGP for All Students = 34, 48, 34.5. This is notable because All Students still do not meet state expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

Academic Growth - English Language Arts: For the subgroup of FRL the rating in 2017 was Does Not Meet. In 2018 it increased to Meets. In 2019, the rating declined to Does Not Meet (MGP = 31,50,33 ). This is notable because the MGP is below 50. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

Academic Growth - Math: All Students were rated as Does Not Meet on the 2017 and 2018 SPF. All Students increased to Approaching in 2019. The MGP for All Students = 24,33, 35.5. This is notable because growth does not meet state expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

Academic Growth - English Language Arts: For the subgroup of Minority Students the rating in 2017 was Does Not Meet. In 2018, the rating improved to Approaching. In 2019 the rating declined to Does Not Meet (MGP = 30,40, 33). This is notable because the MGP is below 50. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

Academic Growth - Math: For the subgroup FRL the rating for 2017, 2018 and 2019 was Does Not Meet. (MGP = 26,33,34) This is notable because MGP is below 50. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

Academic Growth - Math: For the subgroup Minority Students the rating for 2017 and 2018 was Does Not Meet. In 2019 it increased to Approaching (MGP = 27.5,33,37) This is notable because although the trend is increasing the MGP is below 50. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Over the last three years, the percentage of students who have met or exceeded performance expectations on CMAS ELA have been 22%, 24%, 22% in 3rd grade. This is notable because performance is below expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Over the last three years, the percentage of students who have met or exceeded performance expectations on CMAS Math have been 15%, 24% and 16% for 4th grade. This is notable because performance is below expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Over the last three years, the percentage of students who have met or exceeded performance expectations on CMAS ELA have been 25%, 29% and 32% in 4th grade. This is notable because performance is below expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.

**Trend Direction:** Increasing then decreasing



**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Over the last three years, the percentage of students who have met or exceeded performance expectations on CMAS ELA have been 31%, 35% and 26% in 5th grade. This is notable because performance is below expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Decreasing then increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Over the last three years, the percentage of students who have met or exceeded performance expectations on CMAS Math have been 28%, 24%, and 31% for 3rd grade. This is notable because performance is below expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Over the last three years, the percentage of students who have met or exceeded performance expectations on CMAS Math have been 10%, 14% and 18% for 5th grade. This is notable because performance is well below expectations. CMAS and SPF data for 2020 is not available, due to the global pandemic.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Student Behavior

Office reported student behavior incidents have decreased over a three year span. 526, 268 and 40 as of March 16, 2020.

### Additional Trend Information:

West Elementary's focus on transforming student culture has been highly successful and led to a dramatic reduction in office managed discipline referrals. The school will continue with Positive Behavior Intervention Supports, Capturing Kids Hearts and the use of a culture rubric. The loss of instructional time caused by disruptions in the classrooms has been reduced and improved the learning environment.

### Priority Performance Challenges and Root Causes





### Priority Performance Challenge: Academic Achievement

Academic achievement is below the District and State in all categories. All groups still fall either into Approaching or Does Not Meet categories.



#### Root Cause: Lack of Assessment System and Culture of Data Use

When working to identify why student groups were not performing well, West has examined its data practices and determined that systems and structures were not fully in place to effectively assess and monitor student performance across the school. Data can be used more effectively to inform instruction and intervention to improve student outcomes.



#### Root Cause: Lack of Influencing for Results and Management

The 5 Essentials survey data in conjunction with a CDE diagnostic review determined that West Elementary is weak in the areas of Collaborative Teachers and Effective Leadership. There is a need for teachers to share a strong sense of responsibility for student development, school improvement, and professional growth. There is a need for the school leadership team to communicate more effectively the initiatives/priorities of the school including, rationale, goals, progress, follow up, and early wins.



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### Magnitude of Performance Challenges and Rationale for Selection:

These challenges affect the majority of the school population. They affect All Students and all disaggregated subgroups.



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## Magnitude of Root Causes and Rationale for Selection:



When considering school-wide data and trends at West Elementary, it is clear that the root causes to be considered need to span across all content areas. The West Leadership Team, staff and School Accountability Committee examined historical data trends from multiple assessments. The team looked at previously identified and potential root causes through a variety of perspectives. The diagnostic review by CDE and the 5 Essentials survey data further informed our thinking. Based on staff interviews, teachers across all grade spans stated that West has taken on too many initiatives and expressed that there is limited coaching to help them implement those initiatives.

With the end of the partnership with Achievement Network, West will focus on using D11 curriculum aligned with Colorado Academic Standards. West teachers will become proficient in the use of the Galileo K-12 assessment system. Galileo in conjunction with Acadience, Aims Web and other data sources will provide a robust data system to allow teachers to make informed instructional decisions to improve student outcomes. The Principal, Assistant Principal, Dean, Teaching and Learning Coach, Empower Coaches and building leadership team will focus support on clarifying expectations and coaching.

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## Action Plans

### Planning Form



#### Assessment System and Culture of Data Use

**What will success look like:** Average score of all students, including gifted students, tested on Galileo End of Year benchmark assessment will meet or exceed the district average. >55% of students will be benchmark and above on Acadience progress monitoring. (11% increase over 2019-2020) 100% of students will review their data, set goals and create a portfolio of their work to demonstrate their growth and increase their efficacy. 100% of teachers will systematically and collaboratively analyze

student work as evidenced by PLC.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Substantial research is available to support data-driven instruction. Key components include: standards-based assessment, educator access to the data, ongoing professional development on data use, and regular collaboration to learn about effective instruction and students' progress.

### Associated Root Causes:



#### Lack of Assessment System and Culture of Data Use:

When working to identify why student groups were not performing well, West has examined its data practices and determined that systems and structures were not fully in place to effectively assess and monitor student performance across the school. Data can be used more effectively to inform instruction and intervention to improve student outcomes.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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### Influencing for Results and Management

**What will success look like:** West will reach neutral in Effective Leadership on the 5E rubric. (50 on the rubric) West will reach neutral on Collaborative Teachers on the 5E rubric. (50 on the rubric)

**Describe the research/evidence base supporting the strategy and why it is a good fit:** The 5E survey results are organized using a research validated framework (the Five Essentials), and are meant to highlight areas of strength and areas that need support. They can be used by leaders as a baseline to assess school improvement.

### Associated Root Causes:

**Lack of Influencing for Results and Management:**



The 5 Essentials survey data in conjunction with a CDE diagnostic review determined that West Elementary is weak in the areas of Collaborative Teachers and Effective Leadership. There is a need for teachers to share a strong sense of responsibility for student development, school improvement, and professional growth. There is a need for the school leadership team to communicate more effectively the initiatives/priorities of the school including, rationale, goals, progress, follow up, and early wins.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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### School Target Setting



#### Priority Performance Challenge : Academic Achievement



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

#### MEASURES / METRICS:



**2020-2021:** Increase the percentile ranking by 10% for ELA and Math based upon the 2018-2019 ranking.

**2021-2022:** Increase the percentile ranking by 5% for ELA and Math based upon the 2020-2021 ranking.

**INTERIM MEASURES FOR 2020-2021:** West will progress monitor academic achievement through the use of Galileo K12 and the development of common formative assessments.



#### Priority Performance Challenge : Academic Growth



**PERFORMANCE INDICATOR:** Academic Growth

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**MEASURES / METRICS:**

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ANNUAL  
PERFORMANCE  
TARGETS

**2020-2021:** The MGP for ELA for All Student will be a minimum of 50. The MGP for Math for All Students will be a minimum of 50.

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**2021-2022:** The MGP for ELA for All Student will be a minimum of 50. The MGP for Math for All Students will be a minimum of 50.

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**INTERIM MEASURES FOR 2020-2021:** West will progress monitor academic growth through the use of Galileo K12 and the development of common formative assessments.

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