

## SHMS UIP 2022-23

### Data Analysis Tab

### Brief Description

#### Overview

Shaw Heights Middle School (SHMS) serves a diverse group of approximately 585 students in Westminster Public Schools. While the school is located in the suburbs, it has many characteristics that are typical of a middle school located in an urban area. Of our 37 licensed teachers, 68% have advanced degrees with an average of 11 years of teaching. Our school demographics consist of 87% Hispanic, 12.8% white, 2.9% Black or African American, 2.5% Asian, 1.3% identify as two or more races, 0.5% American Indian or Alaskan Native, 0.3% Native Hawaiian or Other Pacific Islander. 13.5% of Shaw Heights students are receiving Special Education services, and 18% are English Language Learners. 78% of our students are economically challenged and qualify for free and reduced lunches. SHMS also houses an Adaptive Skills Program (ASP) which consists of 0.8% of our population. This program serves students that are medically fragile and have significant medical needs. SHMS has an 81% retention rate. The UIP is developed in partnership with instructional and administrative faculty throughout the school year.

This past year, Shaw Heights had an increase in student enrollment, due to the closure of Ranum Middle School (to make way for Ranum Reimagined). In turn, the demographics shifted student and staff numbers compared to last year, adding six full time employees to accommodate for the influx of new students. SHMS had very little turnover following the 2021-2022 school year and lost one certified staff member, due to retirement.

#### Competency-Based Education

SHMS, is in the 14th year of a major district innovative reform called a Competency Based System (CBS), where students must provide evidence of proficiency before earning credit and advancing to the next level of learning. All schools in Westminster Public Schools are organized to engage continuous improvement among students and staff around curriculum, instruction, and assessment within the Westminster Instructional Model. The Westminster Instructional Model is grounded in the research base supporting the *New Art and Science of Teaching*, by Dr. Robert Marzano (2017). WPS is recognized locally and nationally as an early adopter and leader in Competency Based Education. WPS' approach to schooling is based on four core beliefs:

- Learning is the Constant (learning matters most)
- Time is the Variable (time matters least)
- Personalized Delivery
- Systemic and Systematic

In addition to recording and reporting individual student's attainment of the WPS Proficiency Scales in all courses as a key component of our CBS model, the district also monitors course selection and participation to align with each student's ICAP and trajectory toward graduation as well as identifying any disparities with regard to equity.

### **High Reliability Schools™ Framework**

Dr. Marzano's High Reliability Schools™ framework is supported by 40 years of educational research. A HRS™ is one in which all students learn the content and skills they need for success in college, careers, and beyond. The framework consists of five levels:

Level 1: Safe and Collaborative Culture

Level 2: Effective Teaching in Every Classroom

Level 3: Guaranteed and Viable Curriculum

Level 4: Standards-Referenced Reporting

Level 5: Competency-Based Education

The framework is based on the notion of continuous improvement, via the use of leading and lagging indicators. In order for educators to know what to work on and how to measure success at each level, school leaders need ways to assess their school's current status, gauge their progress through each HRS™ level and confirm achievement for each level. Leading and lagging indicators are useful tools to these ends. The distinction between leading and lagging indicators is: that leading indicators show what a school should work on to achieve a high-reliability level (indicators provide direction), and lagging indicators are the evidence a school provides to validate its achievement of a high-reliability level (educators provide proof), particularly in areas where there is general agreement that the school is not doing well.

WPS engages all schools in pursuing Levels 1-5 of the High Reliability Schools™ framework. This provides schools with the flexibility and autonomy to select indicators within the five levels, in order to approach unified improvement planning aligned to their specific student needs, data, priority performance challenges, and root causes. By balancing a cohesive district-wide framework with empowerment of schools to prioritize efforts based on their own needs, the process holds true meaning for their stakeholders. The High Reliability Schools™ framework guides deeper systemic implementation of competency based education and the Westminster Instructional Model, which is comprised of 60 strategies that fall within five domains: (1) Feedback, (2) Content, (3) Context, (4), Agency, and (5) Professionalism.

At the end of the 21-22 school year, Shaw Heights achieved a Level 1 High Reliability School rating.

### **Renaissance STAR Assessment**

Last year, Shaw Heights Middle School began the transition to a new district assessment tool, and after one year of district-wide implementation, it is evident that Renaissance STAR Assessment Suite has provided SHMS with accurate, trustworthy data about students' achievement and growth. Benchmark assessments will continue to be given three times a year to gather relevant information about a student's performance and progress throughout the school year so that the teachers, administrators, and other stakeholders can take actionable steps to support our students and their needs. This suite provides diagnostic and formative/summative assessments that will be used in Unified Improvement Planning for state reporting.

Renaissance STAR achievement data will drive instruction through our current work and allow teachers to plan for student needs, accommodations, and small group instruction. Teachers will use the Year at a Glance and Unit Planning template provided by WPS to plan for their competency based instruction.

### **Prior Year Targets**

Throughout the 2021-2022 school year:

1. SHMS focused on improving Literacy achievement using Renaissance STAR Reading data.
  - a. Teachers used Renaissance STAR Literacy data to make informed instructional decisions in the classroom, and SHMS saw a 8.5% increase in CMAS ELA proficiency from the previous school year, showing growth despite the overall impact of the pandemic on student achievement.
2. SHMS focused on improving math achievement using Renaissance Math data.
  - a. Teachers used Renaissance STAR Math data to make informed instructional decisions in the classroom, and SHMS saw a 6% increase in CMAS Math proficiency, showing growth, despite the overall impact of the pandemic on student achievement.
3. SHMS worked toward earning High Reliability Schools, level 1 accreditation.
  - a. Using High Reliability Schools Level 1 indicators, the faculty and staff at SHMS used data to find trends to identify areas of growth for continuous improvement. SHMS earned HRS Level 1 accreditation in May 2022.

### **Current Performance**

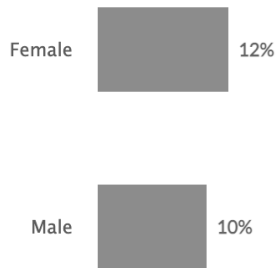
### Star Reading Proficiency Rate (District Benchmark)

Fall 2022-2023

11%  
School Overall

Gender

No school goal set



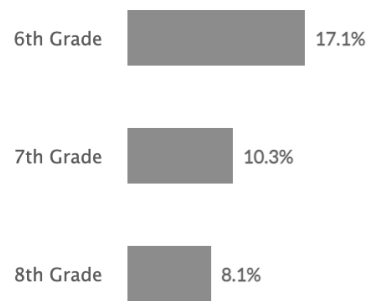
### Star Reading Proficiency Rate (District Benchmark)

Fall 2022-2023

11%  
School Overall

Current Grade Level

No school goal set



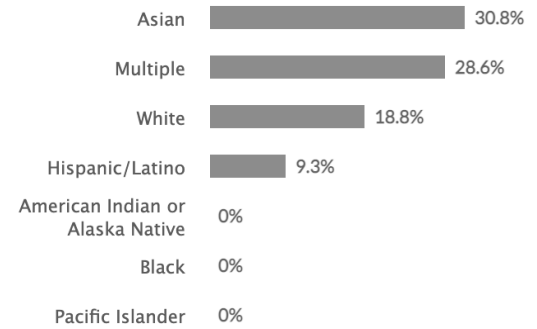
### Star Reading Proficiency Rate (District Benchmark)

Fall 2022-2023

11%  
School Overall

Primary Ethnicity

No school goal set



# Star Math Proficiency Rate (District Benchmark)

Fall 2022-2023

16.2%

School Overall

Current Grade Level



No school goal set

6th Grade 18.5%

7th Grade 18.4%

8th Grade 13.1%



# Star Math Proficiency Rate (District Benchmark)

Fall 2022-2023

16.2%

School Overall

Gender

Male 19.8%

Female 12.5%



# Star Math Proficiency Rate (District Benchmark)

Fall 2022-2023

16.2%

School Overall

Primary Ethnicity

Asian 35.7%

Multiple 28.6%

White 22.2%

Hispanic/Latino 15.1%

American Indian or Alaska Native 0%

Black 0%

Pacific Islander 0%





# Marzano High Reliability Schools™

## LEVEL 1 CERTIFICATION

PRESENTED TO:

Shaw Heights Middle School

*Indicating exceptional efficiency and effectiveness regarding*  
**SAFE, SUPPORTIVE, AND COLLABORATIVE CULTURE**



PRESENTED BY: *Robert J. Marzano* Dr. Robert J. Marzano

ON THIS DAY: *May 27, 2022*

This certificate is valid for 5 years from date stated above.

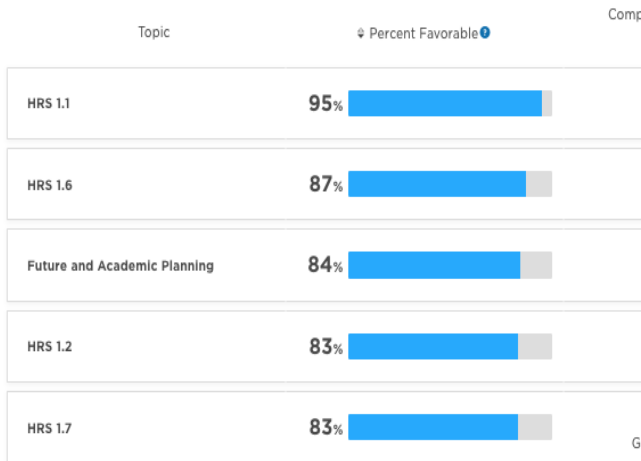


### HRS 1 Family Survey

What feedback did family members have for their school?

#### Family Survey

71 responses | [show breakdown](#)



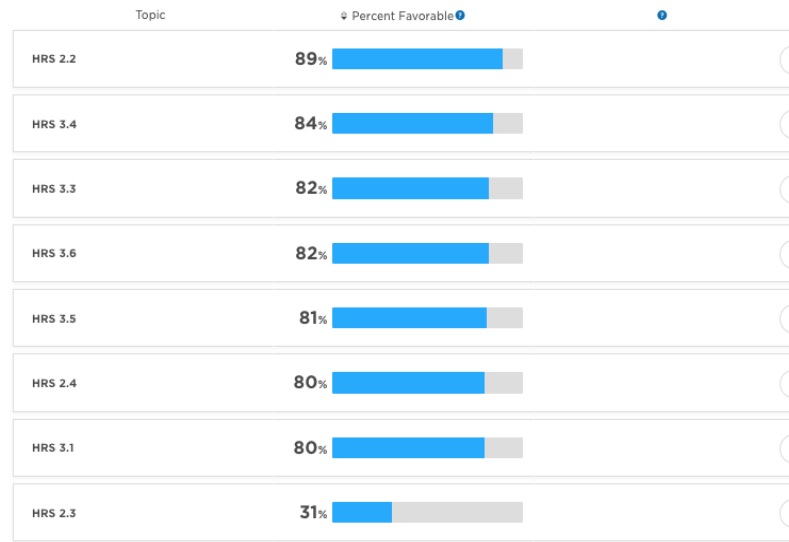
### HRS 2 and 3 Student Questions

What feedback did students have for their school?

HRS 2 and 3 Student Questions

521 responses | [show breakdown](#)

[Save as PDF](#)





## HRS Level 2 Instructional Staff (Licensed)

What feedback did teachers & staff have for their school?

### HRS Level 2 Teacher Questions

33 responses

Topic	Percent Favorable	Compared to Westminster School District
HRS 2.2	99%	+3
HRS 2.4	97%	+7 Greatest strength
HRS 2.5	97%	+3
HRS 2.1	93%	-4 Greatest opportunity
HRS 2.3	88%	-3
HRS 2.6	87%	+2



## HRS Level 3 Instructional Staff (Licensed)

What feedback did teachers & staff have for their school?

### HRS Level 2 Teacher Survey

32 responses

Topic	Percent Favorable	Compared to Westminster School District
HRS 3.1	100%	+2
HRS 3.4	100%	+2
HRS 3.5	100%	+3
HRS 3.6	100%	+4 Greatest strength
HRS 3.3	95%	-1



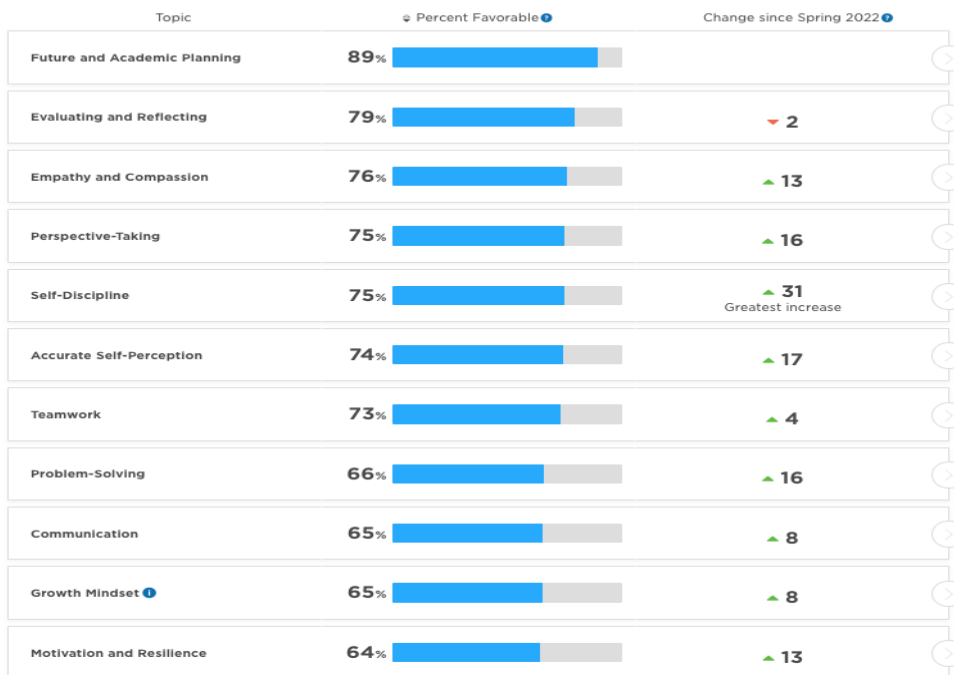
### Personal Relational Competencies (Formerly SEL): Student Self-Perceptions

How did students perceive their own social-emotional skills?

Grades 6-12

502 responses | [show breakdown](#)

[Save as PDF](#)



# Enrollment

Year to date: 2022-2023

*No school goal set*

# 569

▲ 128 from this time last year

## Average Daily Attendance

Year to date: 2022-2023



>90.0%

school goal

85.6%

↑ 1.2 percentage points from this time last year

## CMAS Math Proficiency 2021-2022

No school goal set



6.0%

↑ 2.1 percentage points from 2020-2021

## CMAS Math SGP (Student Growth Percentile) 2021-2022

No school goal set



38.8%

last year's data not available

## CMAS ELA Proficiency 2021-2022

No school goal set



19.5%

↑ 8.5 percentage points from 2020-2021

## CMAS ELA SGP (Student Growth Percentile) 2021-2022

No school goal set



50.6%

last year's data not available

## Trend Analysis

- Attendance is slightly up from last year by 1.3% at 85.5%, but still under our school goal of 95%.
- 80 % of Students in grades sixth through eighth grade reported favorable responses when asked if school is interesting, important, and useful. This is an increase of 17% from spring of 2021.
- Students had a decrease in regards to how they are valued members of the school community. This unfortunately was expected because students lose a sense of belonging throughout the summer. We also had an influx of students to the school.
- 89% of Students responded favorably that their teachers are good teachers on the Panorama survey.
- There has been a slight increase in Math Achievement over the past three year by 2.1%.
- There has been an increase in Literacy Achievement over the past year by 8.5%
- ACCESS for ELL student proficiency has increased by 4.9% from previous year.
- Our school suspension rate has decreased by 2.5% since last year.

## Priority Performance Challenges

- PPC 1: **HRS 1– Safe and Supportive and Collaborative Culture:** SHMS earned a High Reliability Schools Level 1 Accreditation. We want to sustain the accreditation and monitor our data sources and take proper actions to intervene if data indicates a potential problem.
- PPC 2: **HRS 2– Effective Teaching in Every Classroom:** SHMS has low literacy and math achievement based on our BOY STAR proficiency rates (ELA 11 %) (Math 16.2 %) compared to the State benchmark. Based on High Reliability Schools Level 2 criteria, SHMS has not attempted to implement a schoolwide language or model of instruction. SHMS is currently working toward a High Reliability Schools Level 2 accreditation and will use the Westminster Instructional Model to ensure all teachers are planned and prepared for instruction.
- PPC 3: **HRS 3 –Integrating Item Frames and Cumulative Review:** Based on High Reliability Schools indicators, SHMS has not attempted to implement a schoolwide language or model of instruction. SHMS will use the Westminster Instructional Model and ensure all teachers are incorporating ELA and Math Item Frames into their plans and instruction.
- PPC 4: **HRS 4– Data is analyzed and monitored regularly:** SHMS data indicates Low Literacy Achievement based on our BOY (11)% Renaissance STAR proficiency rate compared to the State benchmark. SHMS data indicates Low Math Achievement based on our BOY (16.2%) Renaissance STAR proficiency rate compared to the State benchmark.
- PPC 5: **HRS 5–**The school’s master schedule accommodates students moving at a pace appropriate to their needs. The master schedule was redesigned to support CB Instruction, GLE, and 1.5 pacing

## Root Causes (Adjustments) - Use column 4 on HRS Template to identify root causes, or from identified areas of need on the WIM

- RC 1: SHMS is maintaining a safe and collaborative culture by distributing the Panorama survey (10/22). School administration and staff will use its data to strengthen existing processes or implement new procedures to avoid potential problems. (PPC 1)
- RC 2: High Reliability Schools Level 2 indicators suggest that SHMS does not have a schoolwide model of instruction in place, thus needing focused attention on

effective teaching in every classroom. (PPC 2)

RC 3: The school curriculum and accompanying assessments need to be reviewed to ensure instructional continuity to the Westminster Instructional Model. (PPC 3)

RC 4: Data needs to be more consistently analyzed, interpreted, and monitored by Professional Learning Communities. (PPC 4)

RC 5: The master schedule could be improved to accommodate students moving at a pace appropriate to their situation and needs. (PPC 5)

**Action Planning Tab**

**Major Improvement Strategy 1 (Choose a system, process, or target that needs adjustment).**

**Name:** 1.2 Students, parents, and community perceive the school environment as safe and orderly. ▾

**What does success look like:** Students and parents describe the school as a safe and orderly place. Students and parents are aware of the rules and procedures in place and know how to report potential incidents anonymously.

**Aligning Priority Performance Challenge(s):** PPC 1: **HRS 1– Safe and Supportive and Collaborative Culture.** SHMS earned a High Reliability Schools Level 1 Accreditation. We want to sustain the accreditation and monitor our data sources and take proper actions to intervene if data indicates a potential problem.

**Aligning Root Cause(s):** RC 1: SHMS is maintaining a safe and collaborative culture by distributing the Panorama survey (10/22). School administration and staff will use its data to strengthen existing processes or implement new procedures to avoid potential problems. (PPC 1)

Action Steps (Systems Process & Targets)	Resources	Implementation Benchmarks
<p><b>Example action steps to select for MIS 1:</b></p> <ul style="list-style-type: none"> <li>Administer perceptual survey (Panorama) data collection in order to prioritize needs, based on student voice.</li> <li>Families will acknowledge and sign the Student Rights and Responsibilities Handbook during online registration.</li> <li>Teachers continue to have formal roles in the decision making process regarding school initiatives.</li> <li>Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Panorama Supports and Environment Survey (HRS for students, staff, families)</li> <li>Panorama Student SEL Competencies Survey</li> <li><a href="#">Panorama Teacher Perceptions of SEL Survey</a></li> <li><a href="#">Rethink Ed. Student SEL Self-Assessments</a></li> <li><a href="#">Trauma Responsive Classroom Checklist</a></li> <li><a href="#">Four elements of flourishing SEL team guiding questions</a></li> <li>RAPTOR Technologies</li> </ul>	<ul style="list-style-type: none"> <li>85% of students will complete PRC competencies survey by 10/15/22</li> <li>Within 30 days of completion, student data will be analyzed and three key areas of need will be identified with action plan developed</li> <li>Within 30 days of completion, educator perceptual data will be analyzed and action plan developed for three key areas of professional learning</li> <li>Within 30 days of completion, data will be analyzed to determine the presence of trauma-responsive practices and action plan</li> </ul>

<ul style="list-style-type: none"> <li>● Teachers, staff, parents, and students have formal ways to provide input regarding the optimal functioning of the school.</li> <li>● The success of the whole school as well as individuals within the school are appropriately acknowledged.</li> </ul>	<ul style="list-style-type: none"> <li>● Safety and Security Plan updated 10/1/22</li> <li>● School webpage contains all safety information and plans</li> </ul>	<ul style="list-style-type: none"> <li>● Safety drills are pre-planned and coordinated with local police and fire departments monthly</li> <li>● Communication on the school webpage is maintained daily for staff to support the safety and culture of the building.</li> <li>● Emergenetics training for new staff - 9/19</li> </ul>
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**Target Setting (Student Metrics)**

<p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>● <b>Panorama HRS 1 Data Teachers</b> <ul style="list-style-type: none"> <li>○ +75% of teachers will respond favorably that school PLC teams analyze student achievement and growth data.</li> <li>○ +75% of teachers will respond favorably that school leaders collect and review data/information from PLC and Data Team Meetings and are focused on student achievement.</li> <li>○ +75% of teachers will respond favorably that data collection systems are in place to collect opinion data from teachers and staff regarding the optimal function of the school.</li> <li>○ +75% of teachers will respond favorably that techniques and systems are in place to collect data and information from teachers on a regular basis.</li> <li>○ +75% of teachers will respond favorably that notes and other forms of communication exist documenting how teacher input was used to make specific decisions.</li> <li>○ +75% of teachers will respond favorably that groups of teachers are targeted to provide input regarding specific decisions.</li> </ul> </li> <li>● <b>Panorama HRS 1 Data Students</b> <ul style="list-style-type: none"> <li>○ +75% of students will respond affirmatively that the school is a safe place.</li> <li>○ +75% of students will respond affirmatively that they know the rules and that the school is an orderly place.</li> <li>○ +75% of students will respond favorably that they know that if they see bullying or other unsafe incidents, they know where to report it.</li> <li>○ +75% of students will respond favorably to a sense of belonging.</li> </ul> </li> </ul> <p><b>Academic Targets:</b></p> <ul style="list-style-type: none"> <li>● Renaissance Literacy, and Math: score in at/above the 50th percentile for schoolwide median student growth <ul style="list-style-type: none"> <li>○ Measured BOY to MOY</li> <li>○ Measured BOY to EOY</li> </ul> </li> <li>● Empower GLE: 80% of students will meet/exceed their Empower Growth Goal in Literacy, Math, Science, and Social Studies</li> <li>● Empower: 80% of students will achieve their growth goal of 1 to 1.5 years growth by EOY. We will use Renaissance Literacy Math to track student growth to ensure students meet their growth goal.</li> </ul>
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**Action Planning Tab**

**Major Improvement Strategy 2**

**Name:** 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. ▾

**What does success look like:** Teachers have written statements of their instructional growth goals, teachers keep track of their progress on their instructional growth, administration meets with teachers to discuss instructional growth goals.

**Aligning Priority Performance Challenge(s):** PPC 2: **HRS 2– Effective Teaching in Every Classroom:** SHMS has low literacy and math achievement based on our BOY STAR proficiency rates (ELA 11 %) (Math 16.2 %) compared to the State benchmark. Based on High Reliability Schools Level 2 criteria, SHMS has not attempted to implement a schoolwide language or model of instruction. SHMS is currently working toward a High Reliability Schools Level 2 accreditation and will use the Westminster Instructional Model and ensure all teachers are planned and prepared for instruction.

**Aligning Root Cause(s):** RC 2: High Reliability Schools Level 2 indicators suggest that SHMS does not have a schoolwide model of instruction in place, thus needing focused attention on effective teaching in every classroom. (PPC 2)

Action Steps (Systems Process & Targets)	Resources	Implementation Benchmarks
<ul style="list-style-type: none"> <li>● The instructional leadership team in the building will establish a plan to identify specific design areas to prioritize for maximizing student outcomes.</li> <li>● PLC’s will use a consistent protocol to generate a collaborative process for professional learning in the specific design areas identified.</li> <li>● Teachers keep track of progress and reflect on instructional plans and growth throughout the school year.</li> <li>● Teachers have written statements of their instructional growth goals.</li> <li>● Administration provides feedback on instructional plans throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Westminster Instructional Model</li> <li>● RANDA</li> <li>● Westminster Year at a Glance (consistent template for planning instructional trajectory)</li> <li>● Westminster Unit Plans (consistent template for planning instructional units)</li> </ul>	<ul style="list-style-type: none"> <li>● School and district walkthrough processes will be discussed with staff to determine the efficacy of school WIM focus areas.</li> <li>● Principals will work with all teaching staff to set a minimum of three WIM goals and will work with administration throughout the school year to check and adjust progress.</li> <li>● Teachers are encouraged to set new goals once they have mastered current goals.</li> <li>● Administration houses Year at Glance documents for all staff and provides feedback for adjustments.</li> </ul>

		<ul style="list-style-type: none"> <li>Administration houses Unit Plans for all staff and provides regular feedback for reflection and adjustment after each unit of instruction.</li> </ul>
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**Target Setting (Staff Metrics)**

**100% of licensed instructional staff completed Year at a Glance**  
**100% of licensed instructional staff complete Unit Plan Template for each unit that aligns to their Year at a Glance**  
**100% of licensed instructional staff completed and maintained action steps and reflection of their 3 professional goals.**

**Action Planning Tab**

**Major Improvement Strategy 3**

**Name:** 3.1 School curriculum and accompanying assessments adhere to national, state and district standards. ▾

**What does success look like:** School assessments have been analyzed to ensure that they accurately measure the written and taught curriculum.

**Aligning Priority Performance Challenge(s):** PPC 3: **HRS 3 –Integrating Item Frames and Cumulative Review:** Based on High Reliability Schools Level 2 criteria, SHMS has not attempted to implement a schoolwide language or model of instruction. SHMS is currently working toward a High Reliability Schools Level 2 accreditation. SHMS will use the Westminster Instructional Model and ensure all teachers are identifying ELA and Math Item Frames in their unit plans and incorporating them into their instruction.

**Aligning Root Cause(s):** RC 3: The school curriculum and accompanying assessments need to be reviewed to ensure instructional continuity to the Westminster Instructional Model. (PPC 3)

Action Steps (Systems Process & Targets)	Resources	Implementation Benchmarks
<ul style="list-style-type: none"> <li>Implement weekly cumulative review in all content area classes.</li> <li>Incorporate ELA and Math Item Frames within each unit of instruction.</li> <li>Teachers can describe the essential content and standards for the subject areas and grade levels</li> </ul>	<ul style="list-style-type: none"> <li>Westminster Instructional Model</li> <li>Marzano Compendium and Folios</li> <li>Marzano Item Frames</li> <li>WPS Folio on Integrating Item Frames with Cumulative Review</li> <li>Westminster Curriculum,</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development specific to Cumulative Review and Item Frames with Dr. Marzano (October 2022).</li> <li>Survey staff to understand their familiarity and current practices with</li> </ul>

what they teach.

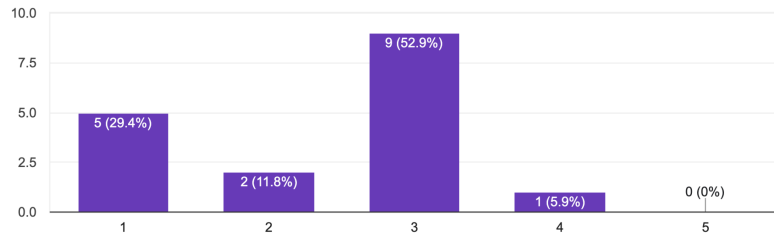
Instruction, and Assessment  
Webpage

- Item Frames and Cumulative Review (September 2022).
- Provide staff with literature and research-based practices of Cumulative Review and Item Frames (October 2022)
  - Continued professional development learning with district level coaches
  - Allow staff to visit the Marzano Lab School for professional growth
  - Provide staff with model classroom exemplars

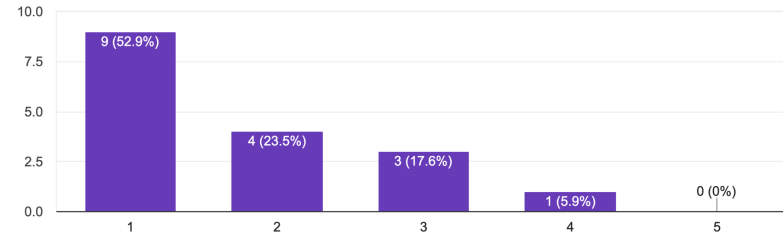
### Target Setting (Staff Metrics)

Using initial data below, grow staff participation and provide professional development to ensure teachers are comfortable using Cumulative Review and Item Frames within their weekly classroom planning and instruction.

How comfortable are you teaching cumulative review in your classroom  
17 responses



How comfortable are you teaching item frames in your classroom  
17 responses



### Action Planning Tab

#### Major Improvement Strategy 4

**Name:** 4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students. ▾

**What does success look like:** Teachers and administration regularly analyze the status and growth of their students.

**Aligning Priority Performance Challenge(s):** PPC 4: **HRS 4– Data is analyzed and monitored regularly: Low Literacy Achievement** based on our BOY (11)% Renaissance STAR proficiency rate compared to the State benchmark. **Low Math Achievement** based on our BOY (16.2%) Renaissance STAR proficiency rate compared to the State benchmark.

**Aligning Root Cause(s):** RC 4: Data needs to be more consistently analyzed, interpreted, and monitored by Professional Learning Communities. (PPC 4)

Action Steps (Systems Process & Targets)	Resources	Implementation Benchmarks
<ul style="list-style-type: none"> <li>Administration will continue to monitor Renaissance STAR achievement data (Literacy and Math)</li> <li>PLCs: Staff teams determine gaps in achievement data to inform targeted instruction.</li> <li>Teachers are monitoring and updating student achievement in Empower regularly.</li> <li>Teachers use intervention programs to help address academic gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Schoolzilla</li> <li>Renaissance Achievement Data</li> <li>Empower</li> <li>SuccessMaker Intervention Program (Math)</li> <li>Lexia Intervention Program (Reading)</li> </ul>	<ul style="list-style-type: none"> <li>Allow targeted time for staff to meet in PLCs, analyze, monitor data to plan for instruction.</li> <li>Data and assessment facilitators will provide ongoing professional development for using student data and achievement.</li> </ul>

**Target Setting (Student Metrics)**

- Literacy Proficiency Goal: increase from 11% to 25%
- Math Proficiency Goal: increase from 16.2 % to 25%
- 100% staff attendance in core content monthly PLCS

**Action Planning Tab**

**Major Improvement Strategy 5**

**Name:** 5.2: The school schedule is designed to accomodate students moving at a pace appropriate to their background and needs. ▾

**What does success look like:** The master schedule is designed to accommodate students to move at their own pace. SHMS, along with all schools in WPS, has replaced grade levels with competency levels and allows students to work at different grade levels for different subject areas.

**Aligning Priority Performance Challenge(s):** PPC 5: **HRS 5**—The school’s schedule accommodates students moving at a pace appropriate to their needs: Master Schedule was redesigned to support CB Instruction and GLE and 1.5 pacing

**Aligning Root Cause(s):** RC 5: The master schedule could be improved to accommodate students moving at a pace appropriate to their situation and needs.(PPC 5)

Action Steps (Systems Process & Targets)	Resources	Implementation Benchmarks
<ul style="list-style-type: none"> <li>● Every student has an expected Empower GLE growth goal (1.0-1.5 years growth) in Literacy, Math, Science, and Social Studies</li> <li>● Empower GLEs are accurate and correlate to local and external assessment results</li> <li>● Empower Projected EOY GLEs are the data source used for scheduling students into class rosters</li> <li>● Students are academically grouped by Literacy and Math separately</li> <li>● Core teachers are provided suggested primary instruction levels for each class roster they are responsible to teach</li> </ul>	<ul style="list-style-type: none"> <li>● Empower Projected EOY GLE Reports</li> <li>● District CBS Support Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Initial class rosters, with the recommended primary instruction level, are created before the first day of school using previous year’s EOY data</li> <li>● Class rosters are continually adjusted as new students are properly leveled and enrolled.</li> </ul> <p>Empower</p> <ul style="list-style-type: none"> <li>● Teachers/students should present growth goals to parents at conferences.</li> <li>● Empower GLE growth goals should be monitored and included in 6-week data cycle process</li> <li>● Routine and regular student evidences</li> <li>● Correlative results are analyzed after each appropriate benchmark</li> </ul> <ul style="list-style-type: none"> <li>● Master Schedule built to balance specific learning levels</li> </ul>

**Target Setting (Student Metrics)**

100% of students are rostered into classrooms with the primary instructional level that matches his or her Projected EOY GLE  
 100% of students are academically grouped into appropriate Literacy and Math classrooms

