



# Colorado's Unified Improvement Plan for Districts

Douglas County Re 1 UIP 2022-23 | District: Douglas County Re 1 | Org ID: 0900 | Framework: Accredited: Low Participation | Draft UIP

## Table of Contents

Last Year UIP: [Douglas County Re 1 UIP 2021-22](#)

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

## Executive Summary



### Priority Performance Challenges

- *Math and English Language Arts Growth*



### Root Cause

- Inconsistent implementation of Multi-Tiered System of Supports
- Lack of systematic, intentional implementation and alignment to the CAS
- Inconsistent programming practices of English Language Development
- Lack of focus on student data (including state assessments)



### Major Improvement Strategies

- Implementation of Multi-Tiered System of Supports
- Implement and Align instruction to the 2020 Colorado Academic Standards
- Alignment of universal, targeted and intensive instruction.



- Inconsistent implementation of prevention, intervention, and advancement models



- *ELL Achievement*



- Inconsistent implementation of Multi-Tiered System of Supports
- Lack of systematic, intentional implementation and alignment to the CAS
- Inconsistent programming practices of English Language Development



- Implementation of Multi-Tiered System of Supports
- Implement and Align instruction to the 2020 Colorado Academic Standards
- Alignment of universal, targeted and intensive instruction.

- *Math and English Language Arts Achievement*



- Lack of a systemic approach to Professional Learning Communities
- Lack of systematic, intentional implementation and alignment to the CAS
- Inconsistent programming practices of English Language Development
- Lack of focus on student data (including state assessments)
- Inconsistent implementation of prevention, intervention, and advancement models



- Implement and Align instruction to the 2020 Colorado Academic Standards
- Alignment of universal, targeted and intensive instruction.
- Implementation of Multi-Tiered System of Supports





- *Students with Disabilities Performance in Reading*



- Lack of systematic, intentional implementation and alignment to the CAS
- Inconsistent implementation of intervention and advancement models
- Lack of focus on student data (including state assessments)



- Implement and Align instruction to the 2020 Colorado Academic Standards
- Alignment of universal, targeted and intensive instruction.
- Implementation of Multi-Tiered System of Supports

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

## Improvement Plan Information

### Additional Information about the district

---

#### District Contact Information

**Name:** Mathias Reynolds

**Mailing Street:** 620 Wilcox St.

**Phone:**(303) 387-0137

**Title:** Learning Services Officer

**Mailing City / State/ Zip Code:** Castle Rock CO 80104

**Email:** mathias.reynolds@dcsdk12.org

---

## Narrative on Data Analysis and Root Cause Identification

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

The mission of the Douglas County School District (DCSD) is to provide an educational foundation that allows each student to reach his or her individual potential. DCSD strives to maximize the potential of every student to pursue his or her chosen endeavor in society, including but not limited to postsecondary education, career, or military service.

The core values of DCSD include: 1) Educational Excellence; 2) Human Diversity; 3) Individual Potential; 4) Lifelong Learning; 5) Productive Effort; 6) Shared Responsibility; 7) Ethical Behavior; and 8) Continuous Improvement. DCSD is committed to ensuring that every student has access to great teachers, excellent educational programming as well as safe and secure learning facilities so that every child has the best opportunity for a bright and successful future.

In 2018, the Douglas County School District Board of Education unanimously approved the following five goals (sometimes referred to as "end statements").

1. Academic Excellence
2. Outstanding Educators and Staff
3. Safe, Positive Climate and Culture
4. Collaborative Parent, Family, and Community Relations
5. Financial Well-Being

The Douglas County School District is Accredited by the Colorado Department of Education.

#### Five-Year Strategic Plan

In September 2019, DCSD launched its new five-year strategic plan at an event attended by over 6,000 staff. The plan has four Priority Student Outcomes: 1) Promote student engagement and well-being, 2) Prepare all students for post-graduation success, 3) Improve academic achievement and growth for all students, and 4) All students have equitable access to a high-quality education. Learn more about the DCSD Strategic Plan at [www.dcsdstrategicplan.org](http://www.dcsdstrategicplan.org). During the 2022 - 2023 school year, DCSD will begin the process of reviewing and updating the Strategic Plan.

#### 2022 - 2023 Priorities

In August 2022, our superintendent identified the following four priorities for the 2022 - 2023 school year. (These priorities are aligned and embedded within the strategic plan.)

- Literacy (Reading) (Strategic Theme #4)
- Essential Skills for Success
- Data-Driven Professional Learning Communities (Strategic Theme #4, Initiative #2A)
- Pathways for Every Graduate (Strategic Theme #2)

#### Plan Development

In a data analysis work session with members of the DCSD District Accountability Committee in September, data from the 2022 District Performance Framework was reviewed and discussed. The updated accountability requirements from Colorado Department of Education were also discussed, including [Senate Bill 22-137](#). Using the

available trend data, DCSD's leadership team determined that the school district's priority performance challenges should continue to be concentrated in the areas of English language arts and math. As part of the analysis, DCSD also discussed assessment participation. The DAC will meet throughout the year to discuss progress of the plan including holding their annual UIP work session in September 2022. DCSD will continue to track and monitor the impact of parent excusals on test participation in future test administrations. DCSD will also provide information about the uses of state assessment data to our parents.

### Family and Parent Engagement and Partnership

DCSD and all of its Title I schools have a family and parent engagement policy in place. Some schools have more in-depth parent-school compacts to promote parent engagement in student learning based upon the unique demographics and needs of their individual student populations. The policy and compacts are reviewed by parent committees at the individual schools (e.g. School Accountability Committees, learning center parent/community members, PTOs, etc.). DCSD provides guidance to the schools on their policy and compacts as necessary.

Currently, DCSD has several parent groups that are active in various parent and family engagement activities for many of our subgroups (e.g. Special Education Advisory group, Gifted & Talented Advisory Group, District Accountability Committee). DCSD has formed Conexión/Connection, an ELD parent engagement and advocacy group. DCSD's Director of Language, Culture & Equity, Title III Team Lead, Family and Cultural Liaisons, and District feeder contacts work alongside parents to gather input for family engagement, outreach, and partnership. In addition, DCSD leverages Title III funds to support family outreach and partnership at its neighborhood schools for English Language parents and families. DCSD offers English Language parent involvement activities including parent nights, resource fairs, understanding assessment results, graduation competencies and pathways for all students, literacy and math engagement, and custom outreach based on community needs and desires. In relation to these activities, EL families, and any parent who has limited English proficiency regardless of the student's eligibility for ELD programming, can access translator/interpreter communication help for parent-teacher meetings, district events, and school events.

DCSD, with support from its Director of Parent, Civic, and Public Engagement, provides numerous opportunities for parents to have access to resources through community and district resource fairs in the areas of mental health supports, suicide prevention, anti-bullying efforts, healthy students (nutrition, physical activity, and mindfulness), drug and alcohol abuse supports, community referral resources and partnerships, etc. DCSD partners with HealthONE on a Parent University series each year.

Dependent upon the student needs at individual Title I schools a variety of home-school partnership activities are employed with the support of both local funds and Title I Parent Involvement Set-Aside funds. These include among others, Parent Academies for Literacy, math nights, providing mental health support curriculum for students and families, strategies to decrease student mobility, parent surveys, parent connection letters that include strategies to use with students at home, literacy nights, individual goal setting with parents for students receiving Title I supports.

## 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).**

While we made progress implementing our major improvement strategies, we did not see the full benefit of each. One of our biggest challenges is navigating and understanding the unique data landscape of the last several years. (Growth data is particularly a source of consternation as it does not capture all of our students.). In terms of actions, we feel that many of the actions steps have had an impact on our schools.

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

This year, our district will be implementing core reading programs in our elementary schools. While doing so, our focus will be incorporating best, first instruction aligned to the science of reading.

---

## Current Performance

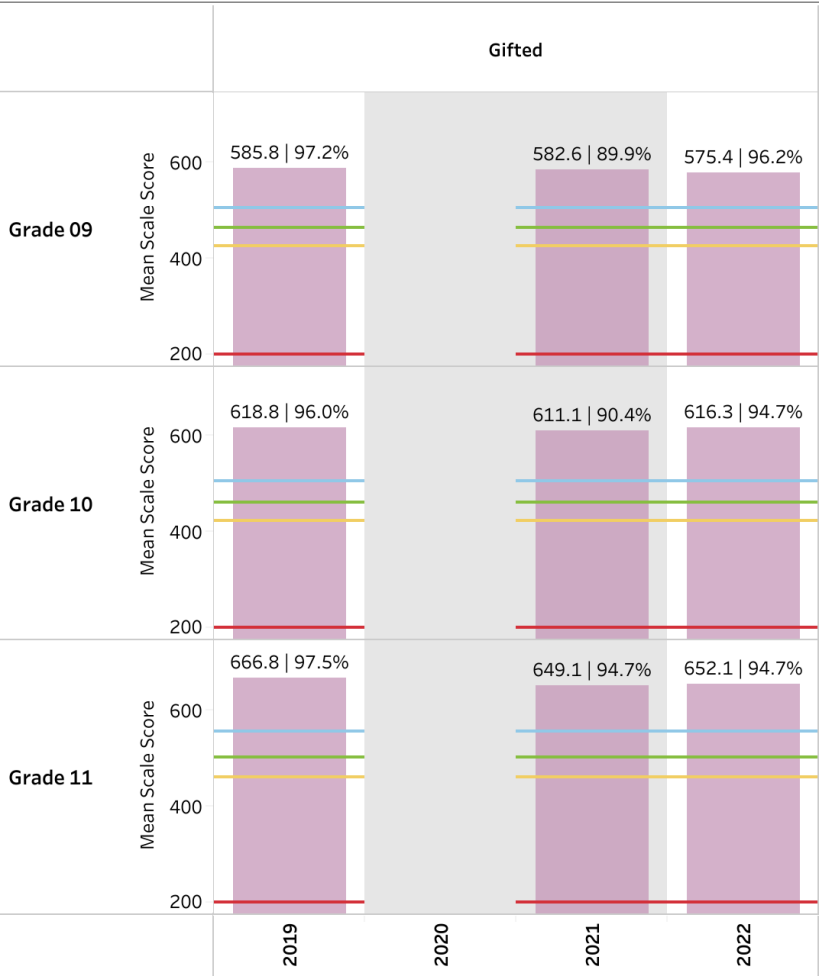
- Our overall District Performance Framework rating remained with a rating of Accredited: Meets Expectations in Overall Achievement, Overall Growth and Overall PostSecondary & Workforce Readiness. (Click here to access [District Performance Framework](#) and CDE Data [Dashboard](#))

It is evident from an analysis of the district performance outcomes that, while high achieving in most regards, there are definite improvement needs. The successful acquisition of a challenging and relevant education has not been met for all students in the district. The previous district improvement plans targeted specific areas of need and progress has been made in the alignment and implementation of the major improvement strategies. Although DCSD did not meet the annual targets, upon disaggregation it was evident that there was significant progress made in numerous areas. However, persistent achievement and growth gaps remain and there are potential root causes that have not yet been identified and/or addressed.

### **Gifted & Talented - Data Summary**

2022 PSAT/SAT - Evidence-Based Reading and Writing

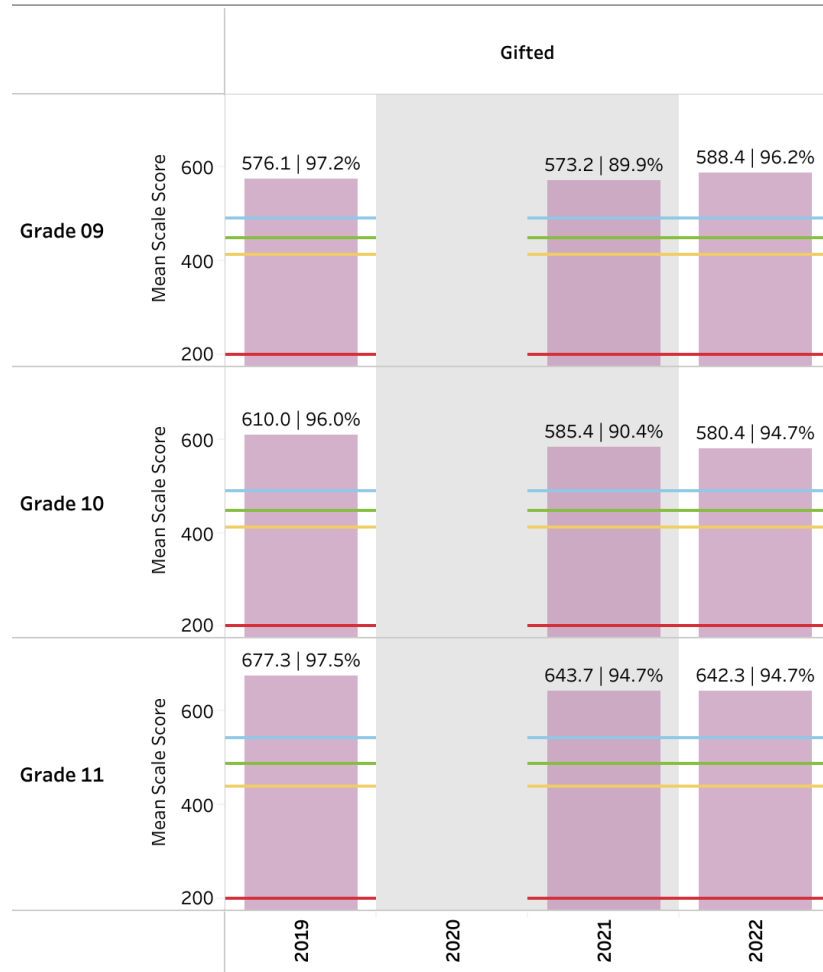
Colorado PSAT/SAT - EBRW



2022 PSAT/SAT - Math



### Colorado PSAT/SAT - Math



### GT Performance data based on (2018-19) Gifted Identification

In grades 3-8 the percent of students identified as gifted with a strength in reading and/or writing meeting or exceeding expectations on the ELA CMAS assessment remained relatively stable with a slight increase from 2017 - 2019 as shown below:

Grade	%Met 2017	%Met 2018	%Met 2019	%Exceed 2017	%Exceed 2018	%Exceed 2019	%Met&Exceed 2017	%Met&Exceed 2018	%Met&Exceed 2019
3	71.11	67.13	61.74	22.59	29.76	35.23	93.70	96.89	96.98
4	52.66	46.42	49.57	43.42	50.86	47.86	96.08	97.28	97.44
5	73.56	70.08	59.00	22.53	26.91	38.50	96.09	96.99	97.50
6	54.03	48.63	49.91	41.31	46.48	47.07	95.34	95.12	96.98
7	38.75	31.79	34.02	53.66	64.00	62.47	92.41	95.79	96.49
8	41.47	45.71	42.92	44.96	42.66	50.00	86.43	88.37	92.92
9	45.75	-	-	49.02	-	-	94.77	-	-

In grades 3-6 students identified as gifted with a strength in mathematics meeting or achieving expectations remained relatively stable from 2017 to 2019 at or around 97%. The percentage of students identified as gifted with a strength in math taking the grade 7, 8, ALGI and Geometry assessments increased as indicated in the chart below:

TEST	%Met 2017	%Met 2018	%Met 2019	%Exceed 2017	%Exceed 2018	%Exceed 2019	%Met&Exceed 2017	%Met&Exceed 2018	%Met&Exceed 2019
3	34.92	37.12	36.71	63.17	59.83	63.01	98.10	96.95	99.71
4	68.26	71.40	69.93	29.72	26.54	27.63	97.98	97.94	97.56
5	63.52	53.10	46.00	32.40	44.28	51.75	95.92	97.37	97.74
6	52.03	59.49	57.83	43.68	37.07	39.78	95.72	96.56	97.61
7	73.42	77.22	68.57	14.56	16.03	27.05	87.97	93.25	95.62
8	30.77	66.87	50.78	23.08	20.48	44.54	53.85	87.35	95.32
ALGI	78.26	76.20	-	7.69	17.22	-	85.95	93.42	-
ALGII	72.62	0	-	21.43	0	-	94.05	0	-
GEO	73.20	58.39	-	17.53	33.54	-	90.72	91.93	-
I2	33.33	0	-	33.33	0	-	66.67	0	-
I3	85.71	0	-	0	0	-	85.71	0	-

Four year trend data indicates a persistent gap between the achievement of identified gifted learners who qualify for free and reduced lunch and those who do not. However, some gain was made in closing the gap in ELA from 13% in 2017 to 8.5% in 2018.

Math % met or Exceeded:

FRD:82%(2015), 84% (2016), 77% (2017), 76.4%(2018)

Not FRD: 92%(2015), 92%(2016), 91%(2017), 91.7%(2018)

ELA % Met/Exceeded

FRD:80%(2015), 85% (2016), 77%(2017), 83.3%(2018)

Not FRD: 93%(2015), 91%(2016), 90%(2017), 91.8%(2018)

---

**READ Act - Data Summary**

**Percentage of Students Identified as having a Significant Reading Deficiency (SRD)**

	2019		2021		2022	
Grade	Total # of Students	%SRD	Total # of Students	%SRD	Total # of Students	%SRD
K	4553	5.4%	4312	4.3%	4433	3.1%
1	4694	7.1%	4548	6.2%	4726	8.1%
2	4704	8.9%	4600	8.4%	4805	12.2%
3	4871	14.1%	4747	10.2%	4914	16.3%
<b>Total</b>	<b>18822</b>	<b>9.0%</b>	<b>18207</b>	<b>7.4%</b>	<b>18878</b>	<b>10.1%</b>

### Percentage of Students Reading on Grade Level (i-Ready - EOY)

Grade	2019 % On Grade Level	2021 % On Grade Level	2022 % On Grade Level
K	80%	78%	79%
1	62%	60%	63%
2	62%	59%	62%
3	57%	58%	61%

### English Learners - Data Summary

Academic and linguistic achievement and growth continue to be at the forefront of instruction and progress monitoring. This progress is being closely monitored by district and school leadership, as well as by school-based ELD teachers. DCSD ensures action through the following strategies: progress monitoring at the school and district level, implementing high quality professional learning for staff (classroom/content/ELD/leaders), and sustaining ongoing conversations regarding evidence based, inclusive practices starting with best first instruction and layering supports for English Learners across the district. In the 2019-2020 academic year, the CDE ELD team conducted an ELD Review to inform the district of potential next steps to further this work and meet the needs of all English Learners. In the 2021-2022 school year, the CDE transitioned growth metrics to a model intended to measure the impact of the COVID-19 pandemic. Using this growth model in 2022-2023 and beyond affords DCSD staff to better understand ELs' strengths and needs.

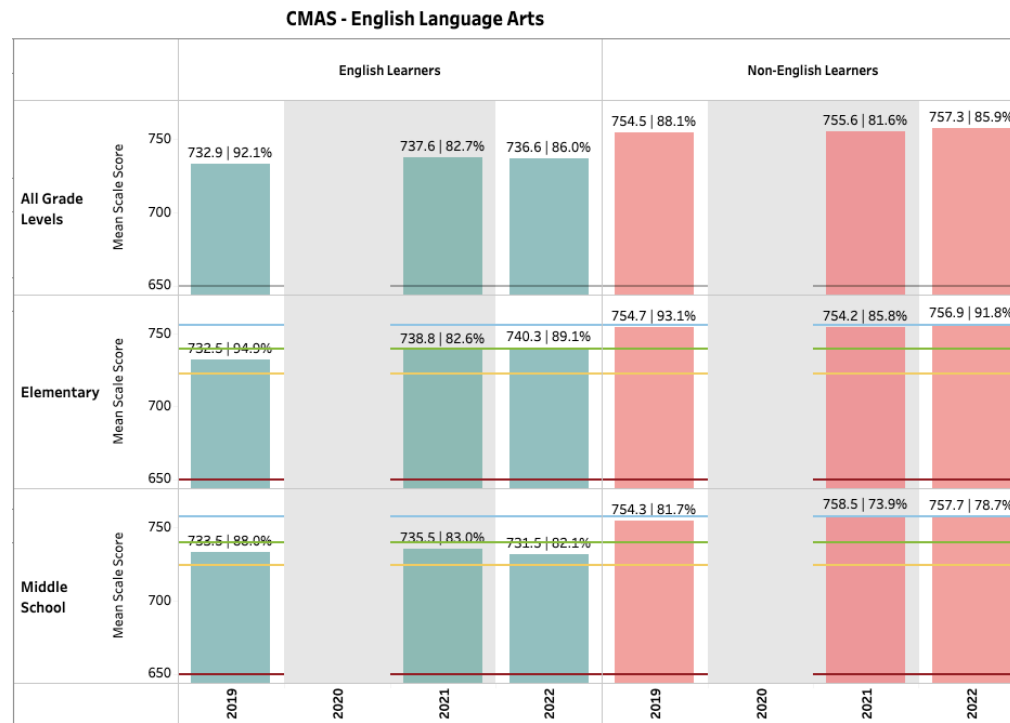
DCSD's difference between Cohort and Baseline Growth and Colorado's difference between Cohort and Baseline Growth show DCSD ELs experienced less impact from COVID 19 in grades 1, 2, 7, 8, 9, 10, 11, and 12. DCSD's ELs in grades 3, 4, 5, and 6 experienced more impact from COVID 19 according to the difference. As we move forward and assess students' needs, this reflection is a starting point. DCSD's ELs were negatively impacted by the COVID-19

pandemic; however, the impact was less significant in DCSD as compared to the state data as a whole.

### English Learner Achievement

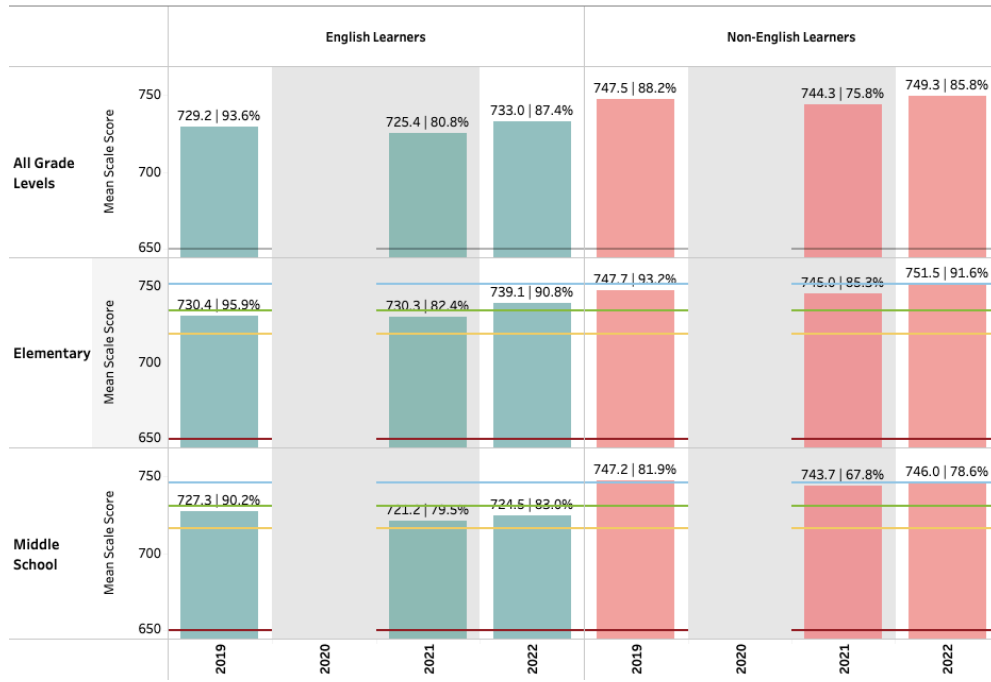
See the CDE's [data dashboard](#) for further information. English learner Academic achievement remained steady in ELA, and improved in Math between 2020 and 2022. Areas of focus for continued monitoring and growth include middle school (CMAS) and high school (PSAT and SAT).

### CMAS - ELA: ENGLISH LEARNERS



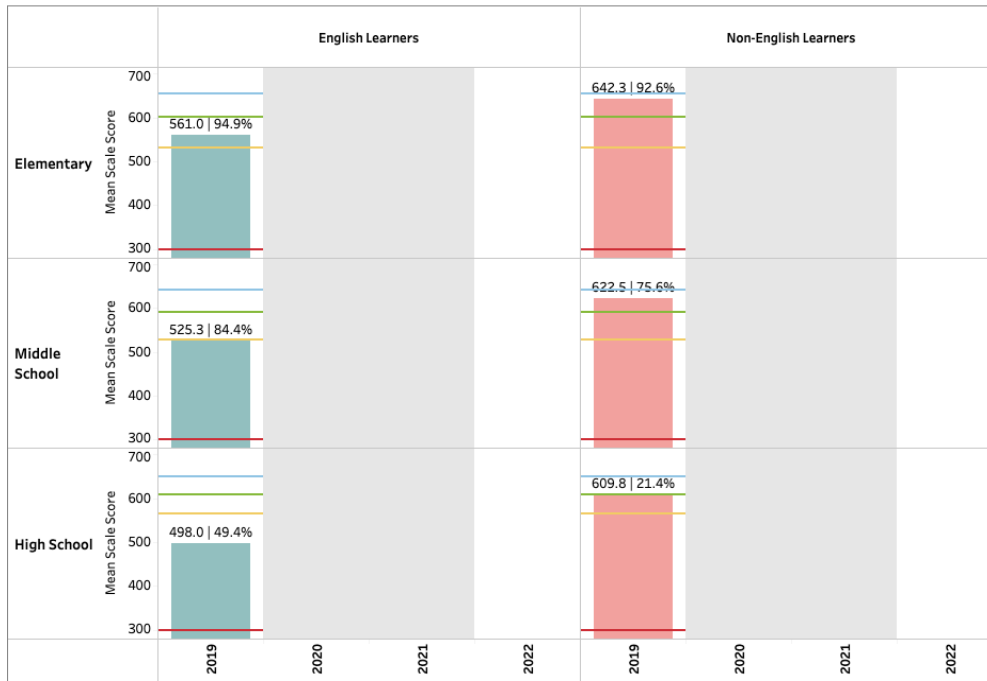
### CMAS - MATH: ENGLISH LEARNERS

**CMAS - Math**



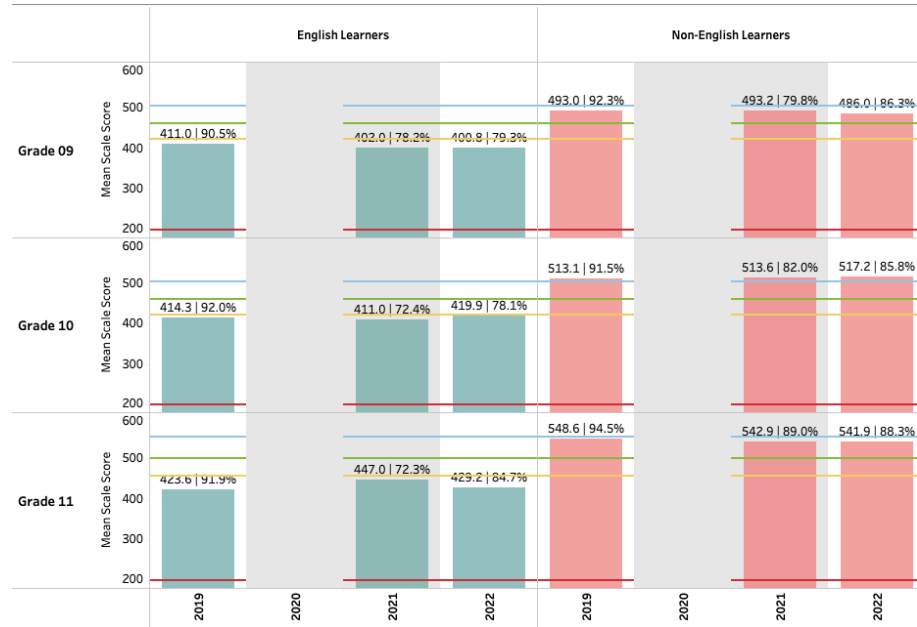
**CMAS - SCIENCE: ENGLISH LEARNERS**

**CMAS - Science**



**CO PSAT/SAT - EBRW: ENGLISH LEARNERS**

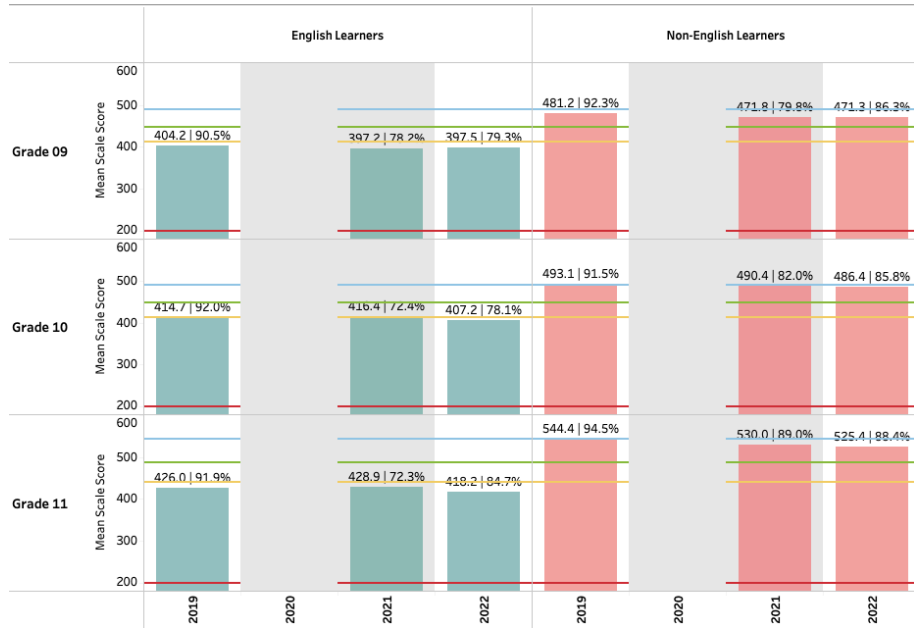
Colorado PSAT/SAT - EBRW



CO PSAT/SAT - MATH: ENGLISH LEARNERS



**Colorado PSAT/SAT - Math**



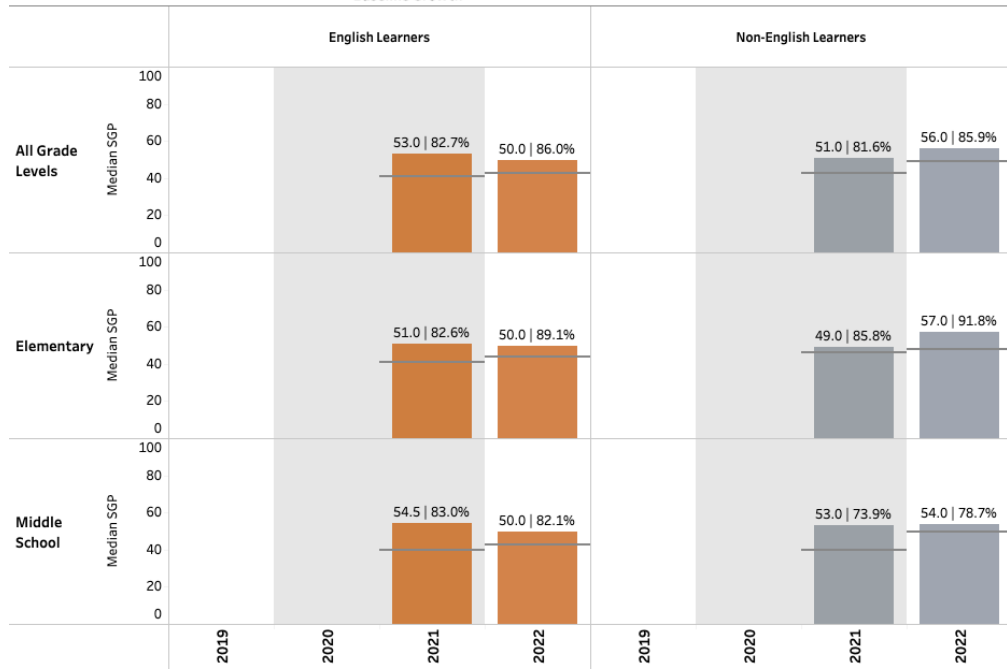
**English Learner Academic Growth**

According to baseline data, the impact of the Pandemic is evident. DCSD's ELs' growth declined in literacy and increased in math across all levels.

**CMAS ELA GROWTH**

**CMAS - English Language Arts**  
Baseline Growth

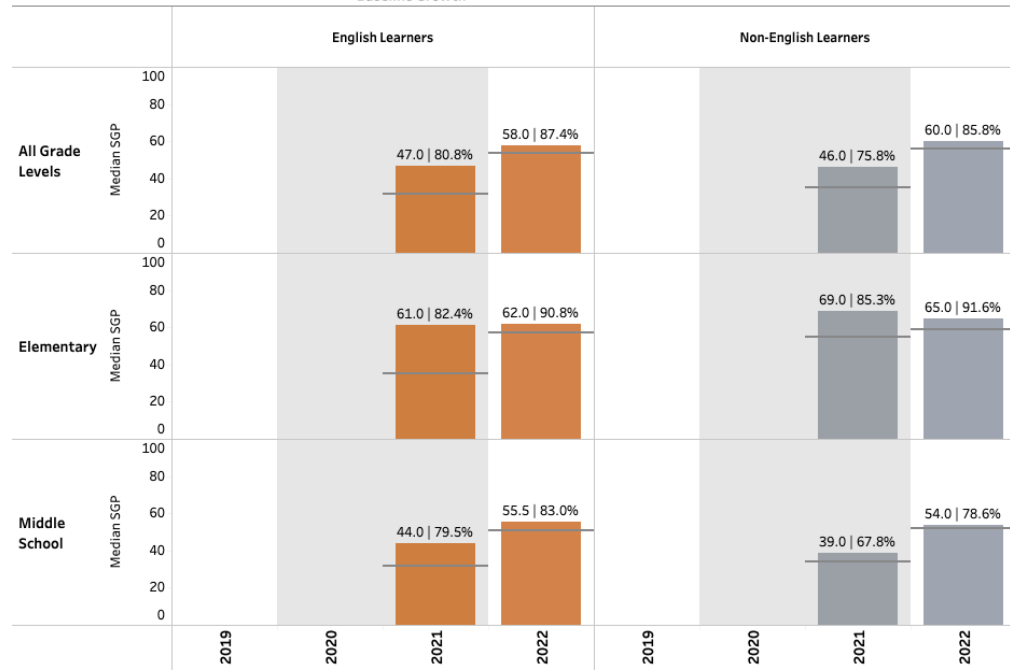
○ Cohort-Referenced Growth  
● Baseline Growth



**CMAS MATH GROWTH**

**CMAS - Math**  
Baseline Growth

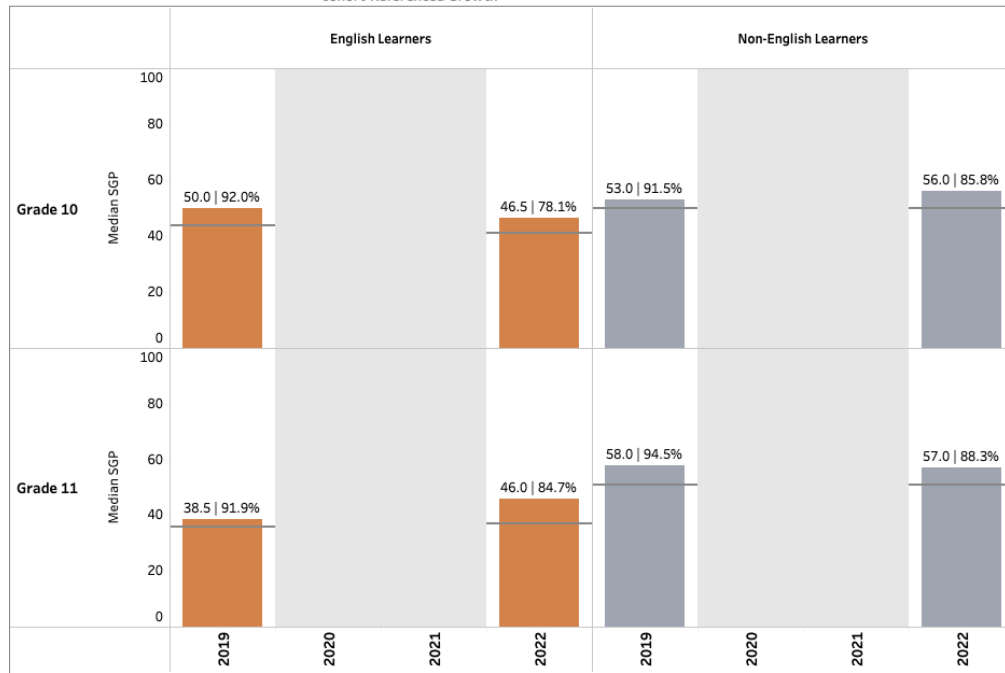
○ Cohort-Referenced Growth ⓘ  
● Baseline Growth



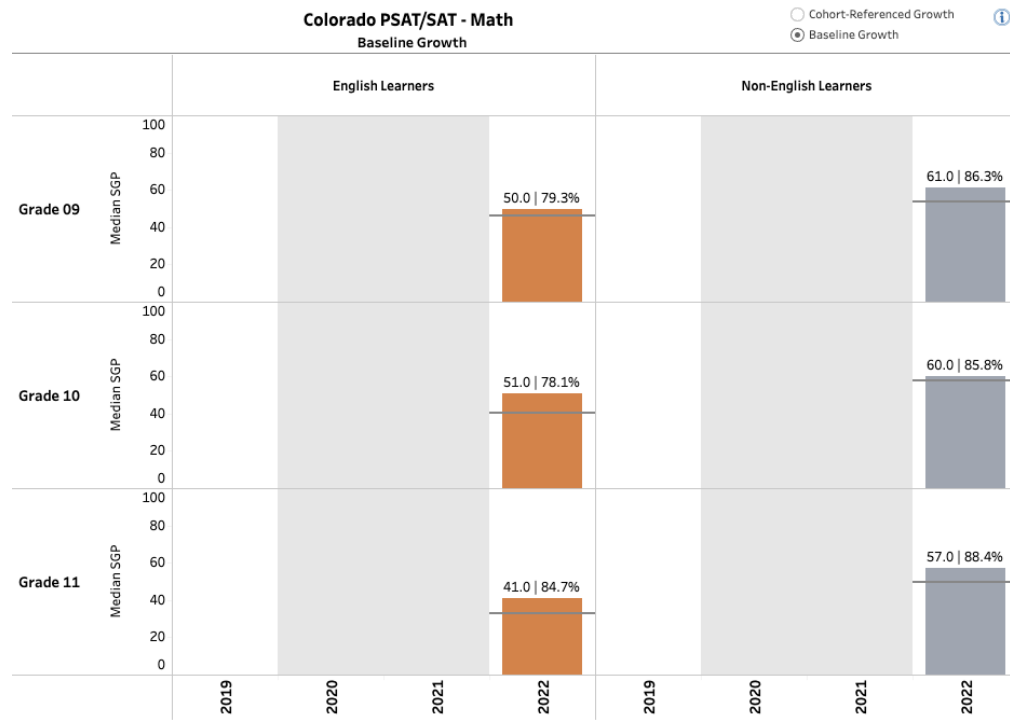
**PSAT / SAT EBRW GROWTH**

**Colorado PSAT/SAT - EBRW**  
Cohort-Referenced Growth

● Cohort-Referenced Growth  
○ Baseline Growth



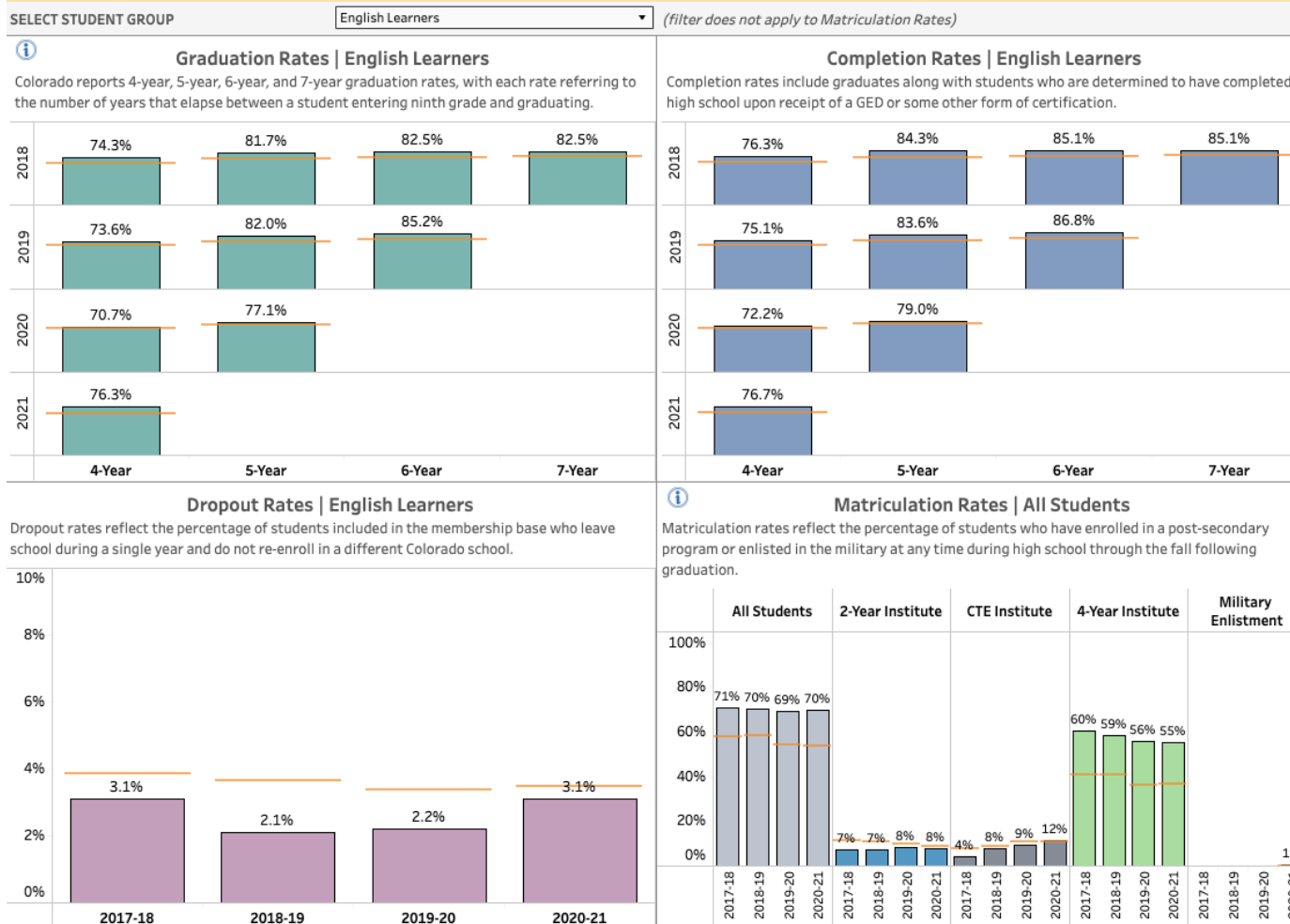
**PSAT / SAT MATH GROWTH**



***ENGLISH LEARNER POST-SECONDARY READINESS***

DCSD's English Learner graduation and completion rates are increasing and exceeding pre-pandemic rates. English Learner dropout rates have increased since 2018.

## Douglas County Re 1 (0900)



### ESSA REQUIREMENTS:

THE DISTRICT PROVIDES ADDITIONAL SUPPORT TO LOW PERFORMING SCHOOLS TO HELP THEM EXIT THE ESSA SCHOOL IMPROVEMENT DESIGNATION. THIS SUPPORT INCLUDES PROVIDING DATA ANALYSIS TRAINING, INDIVIDUALIZED PLAN DEVELOPMENT SUPPORT, PROGRAM REVIEWS, AND ADDITIONAL FUNDING (IF NECESSARY). THE IMPLEMENTATION OF THESE PLANS ARE MONITORED BY SCHOOL AND DISTRICT LEADERSHIP ON A QUARTERLY BASIS AND INPUT IS GIVEN IF ADJUSTMENTS NEED TO BE MADE IN ORDER TO ENSURE THE INTENDED OUTCOMES.

## Trend Analysis



**Trend Direction:** Decreasing then increasing

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

READ Act Trend Data: In 2022, Douglas County had an overall increase in number and percentage of students identified as having a significant reading deficiency. (Source: READ Act Collection)



**Trend Direction:** Stable

**Performance Indicator Target:** Academic Growth

The overall median growth percentile for CMAS has increased in ELA. (Due to changes in the methodology for calculating growth, this statement will be reevaluated next year.) (Source: CDE)



**Trend Direction:** Stable

**Performance Indicator Target:** Academic Growth

Median growth percentiles for CMAS have remained above the 50th percentile in Math for all students and many subgroups. (Due to changes in the methodology for calculating growth, this statement will be reevaluated next year.) (Source: CDE)



**Trend Direction:** Increasing then decreasing

**Performance Indicator Target:** Postsecondary & Workforce Readiness

The DCSD's overall 4-year graduation rate 3 of the last 5 years. (90.4%, 90.8%, 91.7%, 91.2%, 90.7) Graduation rates for some subgroups continue to be below the overall rate. (Source: DPF & CDE) English Learners 76.3%; Students of Color 86.8%; Students with Disabilities 72.6%; Gifted 97.5%; Female 92.8%; Male 88.8%. While some subgroups fall below the all DCSD rate, all subgroups except for Homeless and Migrant are above the state rates for 2021.



**Trend Direction:** Stable

**Performance Indicator Target:** Postsecondary & Workforce Readiness

The graduation rates for English Learners are: 76.3% (4 year), 77.1% (5 year), 85.2% (6 year), 82.5% (7 year) In 2020, graduation rates were: 76.3% (4 year), 77.1% (5 year), 85.2 (6 year) and 82.5% (7 year). The graduation rate for ELs will continue to be a significant focus. This is likely due to the COVID pandemic.



**Trend Direction:** Increasing then decreasing

**Performance Indicator Target:** English Language Development and Attainment

English Learners Met Expectations at the elementary level for CMAS ELA (51st percentile) and CMAS Math (60th percentile). English Learners are Approaching Expectations at the Middle school level in CMAS ELA (30th percentile) and CMAS Math (32nd percentile). English Learners Did Not Meet expectations on the PSAT/SAT at the high school level in both EBRW (8th percentile) and Math (8th percentile). While English Learner growth meets expectations at the elementary and middle levels, growth for high school and achievement at all levels is a considerable need as English Learners are Approaching Expectations in both Evidence Based Reading & Writing (46th percentile) and Math (44th percentile). These performance gaps are notable, and achievement for English Learners will be a primary focus. While ELs are not yet meeting expectations, the trend direction is increasing.



**Trend Direction:** Stable then decreasing

**Performance Indicator Target:** English Language Development and Attainment

English Learners on track to English Proficiency as measured by ACCESS for ELLs 2.0 is holding stable/slightly increasing for elementary, decreasing for middle school ELs, and is decreasing for high school students. Elementary: 73.5% in 2021 (75.5% in 2020; 73.4%, 2019; 79.8%, 2018). Middle: 23.3% in 2021 (33.7% in 2020; 49.9%, 2019; 61.8% 2018) indicating a significant decrease. High: 25.5% in 2021(32.4% in 2020; 44.4% in 2019; 65.4% 2018) indicating a significant decrease.



**Trend Direction:** Stable

**Performance Indicator Target:** Disaggregated Achievement

NOT UPDATED Although the overall achievement of students identified for gifted programming has increased year to year on the ELA and Math CMAS assessments, the achievement gap between identified gifted students who qualify for free or reduced lunch and those who do not has persisted over the past three years. The achievement gap between gifted males and females on the ELA assessment has persisted; however, the achievement gap in math decreased in 2019. (source: CDE, Gifted Education,



DMS) Gifted and Talented (GT) Trends: ELA (meets/exceeds performance) GT General:90% (2017),92% (2018),93% (2019) HS: 91%(2017), NA(2018), NA(2019) MS: 88%(2017), 90%(2018), 91%(2019) ES: 92%(2017), 94%(2018), 95%(2019) Achievement Gifted Subgroups: ELA Male:85%(2017), 88%(2018), 89%(2019) Female: 96%(2017), 97%(2018), 97%(2019) FRL:77% (2017), 83% (2018), 84%(2019) Not FRL: 90%(2017), 94%(2018), 93%(2019) Minority: 91%(2017), 93%(2018), 94%(2019) Not Minority:90%(2017), 91%(2018), 93%(2019) White/Asian: 91%(2017), 91%(2018), 93%(2019) Not White/Asian: 88%(2017), 91%(2018), 93%(2019) Math: (meets/exceeds performance) GT General: 90%(2017), 91%(2018), 93%(2019) MS: 87%(2017), 88%(2018), 92%(2019) ES: 93%(2017), 91%(2018), 96%(2019) Achievement Gifted Subgroups: Math Male: 91%(2017), 93%(2018), 95%(2019) Female: 90%(2017), 89%(2018), 93%(2019) FRL: 77%(2017), 76% (2018), 79%(2019) Not FRL: 91%(2017), 91% (2018), 94%(2019) Minority: 92%(2017), 91%(2018), 94%(2019) Not Minority: 90%(2017),91%(2018), 94%(2019) White/Asian: 90%(2017), 91%(2018), 93%(2019) Not White/Asian: 88%(2017), 91%(2018), 92%(2019)



**Trend Direction:** Decreasing

**Performance Indicator Target:** Disaggregated Achievement

Performance of identified gifted learners on the PSAT and SAT as measured by median scales cores decreased significantly from 2018 to 2019. PSAT/SAT Evidenced Based Reading and Writing: PSAT 9: 586(2019), 575(2022) PSAT 10: 619(2019), 616(2022) SAT: 667(2019), 652(2022) PSAT/SAT Math: PSAT 9: 576(2019), 588(2022) PSAT 10: 610(2019), 580(2022) SAT: 677(2019), 642(2022)



**Trend Direction:** Increasing

**Performance Indicator Target:** Other

NOT UPDATED In a district created survey, out of 30 school respondents, 24 (80%) of the respondents had a solid understanding of Rtl and it's role in a Multi-Tiered System of Supports.

### Additional Trend Information:

Given the impact of interrupted testing and accountability pauses, trend statements will be difficult to evaluate for 2022 - 2023. We will continue to review additional data as it becomes more readily available.

### Priority Performance Challenges and Root Causes



#### Priority Performance Challenge: Math and English Language Arts Growth

Math and English Language Arts growth - Not all students and subgroups have met or exceeded state expectations for growth (median growth percentile (MGP) of 50 or better) in math and English Language Arts.



**Root Cause: Inconsistent implementation of Multi-Tiered System of Supports**

Inconsistent implementation of multi-tiered system of supports to support academic, behavior and social emotional needs at the universal, targeted and intensive levels.



**Root Cause: Lack of systematic, intentional implementation and alignment to the CAS**

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.



**Root Cause: Inconsistent programming practices of English Language Development**

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.



**Root Cause: Lack of focus on student data (including state assessments)**

Lack of focus on student data (including state assessments) in making data driven decisions.



**Root Cause: Inconsistent implementation of prevention, intervention, and advancement models**

Inconsistent implementation of prevention, intervention, and advancement models to support challenging and relevant instructional strategies for struggling and advanced/gifted learners in order to achieve significant increases in performance and reduce achievement gaps.



**Priority Performance Challenge: ELL Achievement**

Not all students identified as English Learners are meeting or exceeding state expectations for math and English language arts. This is particularly true in the middle and high school levels.



**Root Cause: Inconsistent implementation of Multi-Tiered System of Supports**

Inconsistent implementation of multi-tiered system of supports to support academic, behavior and social emotional needs at the universal, targeted and intensive levels.



**Root Cause: Lack of systematic, intentional implementation and alignment to the CAS**

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.



**Root Cause: Inconsistent programming practices of English Language Development**

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.



### Priority Performance Challenge: Math and English Language Arts Achievement

Math and English Language Arts performance: Not all students and subgroups have met or exceeded state expectations for math and English Language Arts.



#### Root Cause: Lack of a systemic approach to Professional Learning Communities

DCSD has not established and sustained professional learning and practice around professional learning communities.



#### Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.



#### Root Cause: Inconsistent programming practices of English Language Development

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.



#### Root Cause: Lack of focus on student data (including state assessments)

Lack of focus on student data (including state assessments) in making data driven decisions.



#### Root Cause: Inconsistent implementation of prevention, intervention, and advancement models

Inconsistent implementation of prevention, intervention, and advancement models to support challenging and relevant instructional strategies for struggling and advanced/gifted learners in order to achieve significant increases in performance and reduce achievement gaps.



### Priority Performance Challenge: Gifted Performance and Growth

While the percentage of students identified as gifted with specific academic ability in math, reading and/or writing exceeding state achievement and growth expectations remains above 50%, this percentage is inconsistent across grade levels.



#### Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.



#### Root Cause: Inconsistent implementation of prevention, intervention, and advancement models

Inconsistent implementation of prevention, intervention, and advancement models to support challenging and relevant instructional strategies for struggling and advanced/gifted learners in order to achieve significant increases in performance and reduce achievement gaps.



### Priority Performance Challenge: ELL Graduation Rate

Although the ELL 4 Year Graduation Rate has increased from 70.7% (2020) to 76.3% (2021, 2022), it still lags behind the overall 4 Year Graduation Rate.



#### Root Cause: Inconsistent programming practices of English Language Development

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.



#### Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.



### Priority Performance Challenge: High School Science

The DCSD's performance (and participation) for all student groups on the high school CMAS Science assessment declined last year.



#### Root Cause: Lack of focus on student data (including state assessments)

Lack of focus on student data (including state assessments) in making data driven decisions.



### Priority Performance Challenge: ELL On Track to English Proficiency

Although elementary and high school school ELs are meeting expectations, middle school ELs have decreased English proficiency and on track to English proficiency over the last year.



#### Root Cause: Inconsistent programming practices of English Language Development

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.



#### Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.



### Priority Performance Challenge: Students with Disabilities Performance in Reading

Although students with disabilities performance has improved, it still lags behind other student groups.



**Root Cause: Lack of systematic, intentional implementation and alignment to the CAS**

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.



**Root Cause: Inconsistent implementation of intervention and advancement models**

Inconsistent implementation of intervention and advancement models to support challenging and relevant instructional strategies for struggling and advanced/gifted learners in order to achieve significant increases in performance and reduce achievement gaps.



**Root Cause: Lack of focus on student data (including state assessments)**

Lack of focus on student data (including state assessments) in making data driven decisions.

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



Overall student performance in the DCSD consistently meets or exceeds the state averages. The performance of the identified student subgroups has remained flat and, in some cases, has decreased slightly. Academic growth reflects similar performance trends, with overall growth consistently around the 50<sup>th</sup> median growth percentile. Similar to the achievement data, the growth data for student many subgroups is below the district average.

In a data analysis work session with members of the District Accountability Committee, the above trends from 2018 - 22 were reviewed and discussed. The recent changes to state’s assessment and accountability systems were also discussed. Based on the trend data, the leadership team determined that the district’s priority performance challenges should continue to be concentrated in the areas of English Language Arts and math.

In addition CDE has identified schools across the state that will receive focused support in collaboration with the district. The focus is to determine the viability of the major improvement strategies in making significant impacts on achievement gaps and graduation rate. DCSD will provide appropriate supports to any district- impacted school(s) on the state or federal accountability clock in order to make dramatic change.

**Magnitude of Root Causes and Rationale for Selection:**



The following root causes are the focus of plan.

- A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor
- Inconsistent implementation of prevention, intervention and advancement models to support challenging and relevant instructional strategies for struggling and advanced learners in order to achieve significant increases in performance and reduce achievement gaps
- Inconsistent programming practices across the district in terms of an English Language Development (ELD) and Gifted and Talented (GT) focus.

- Lack of focus on state assessments

To ensure that the DCSD meets its goals of increasing academic proficiency among all students while reducing the achievement gaps, the root causes will be addressed through the following major improvement strategies.

### Summary of the Major Improvement Strategies

The DCSD action plan includes four major improvement strategies that target critical system components of the district. The first major improvement strategy focuses on the development and implementation of a new district strategic plan. This strategy focuses on the key actions of system-wide curriculum targets; assessment education; targeted math focus; targeted writing focus; and a targeted parent involvement focus. The second major improvement strategy focuses on creating and implementing targeted and intensive instructional frameworks to support research and evidence based strategies for students with unique needs (e.g. students with disabilities, struggling learners, English learners, gifted learners, economically disadvantaged, minority). The third major improvement strategy is to define and create a prevention-based framework that includes academic, behavior, mental health, health and wellness, and family and community engagement supports. The fourth major improvement strategy is implement the newly adopted Colorado Academic Standards. Part of this support system will include additional professional development opportunities for teachers and leaders designed to help them understand the new standards and implementing learning opportunities for students aligned to these expectations.

Successful implementation of the major improvement strategies will ensure that the following annual targets are met:

- All students will meet or exceed state expectations for English Language Arts and math achievement.
- All students will meet or exceed state expectation for English Language Arts and math growth.
- Increase the number and percentage of students in grades K-3 reading at grade level proficiency.
- Decrease the number of students in grades K-3 who are identified as having a significant reading deficiency.

The successful implementation of the DCSD Unified Improvement Plan will produce a fully aligned curriculum-instruction-intervention-assessment system. This will ensure that all students have access to and acquisition of the guaranteed and viable curriculum. Continued enhancements to the teacher effectiveness model will ensure that the highest quality educators work in our schools. Student success and instructional effectiveness will be measured through ongoing progress monitoring that provides meaningful and timely feedback to all.

---

## Action Plans

## Planning Form



### Implement and Align instruction to the 2020 Colorado Academic Standards

**What will success look like:** Ensure that schools in DCSD are implementing Colorado Academic Standards at the intended level of rigor incorporating essential skills and academic context and connections by planning and aligning instruction using the districtwide identified Priority Learning Outcomes, measuring progress towards proficiency, and providing intervention in priority learning outcomes to ensure mastery. Support schools districtwide with effective implementation of CDE approved core reading programs and aligned interventions. Support will include professional development in utilization, and best practices aligned to the Science of Reading

#### Associated Root Causes:



#### Lack of systematic, intentional implementation and alignment to the CAS:



A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.



#### Lack of focus on student data (including state assessments):

Lack of focus on student data (including state assessments) in making data driven decisions.

#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Regional Principal Meetings	Provide assessment and data analysis learning opportunities for school leadership	06/01/2015 06/01/2023 Monthly	District Staff, School Leadership	Partially Met
 School Assessment	Hold monthly meetings to discuss the implementation of state assessments	08/01/2016 05/30/2023 Monthly	District Staff, School Assessment Coordinators	Partially Met

Coordinator  
Meetings



English Language  
Development  
Learning  
Opportunities

Provide culturally sustaining, and research and evidence based learning opportunities aligned with the CAS for all staff serving emerging bilinguals and their families.

07/01/2017  
06/30/2022  
Monthly

District Staff, ELD Teachers, Trained  
Course Facilitators



PLS Meetings

Provide Professional Learning Specialists training and support for implementing the new Colorado Academic Standards and data analysis.

08/01/2018  
05/30/2023  
Monthly

District Staff and Professional Learning  
Specialist



Gifted Education  
Facilitator  
Trainings

Provide monthly professional learning for Gifted education facilitators and other support staff.

08/01/2018  
06/30/2023  
Monthly

District Staff, Gifted Education  
Facilitators, other school support staff



District Leadership  
Team meeting

Provide school leadership with learning opportunities regarding the new Colorado Academic Standards

09/06/2018  
05/05/2023  
Monthly

District staff, School Leadership



Curriculum  
Frameworks

Develop and implement curriculum frameworks that outline the expectations for each grade level and subject including priority learning outcomes

01/01/2019  
06/30/2020

School Personnel (teachers) and  
District Staff



Create and implement an accountability and support structure for implementation of the CAS specific to advanced academics,

07/01/2019  
06/30/2021



Accountability Structures	honors, and gifted education.	Quarterly	District Staff, School Leadership
		01/06/2020	
Curriculum Council Meetings	Hold regular meetings to develop curriculum frameworks.	04/26/2023 Quarterly	Teachers and District Staff
		03/01/2020	
High School Principals Meeting	Develop a plan for the 2022 - 2023 school year for high school science	04/20/2023 Quarterly	District Staff, High School Staff
		08/01/2020	
ELD Teacher Think Tanks	Provide monthly professional learning for ELD teachers	06/30/2022 Monthly	District ELD staff, ELD Teacher Leads
		08/09/2021	
READ Act Teacher Training	All K-3 Teachers complete state required READ Act teacher training	08/01/2022	School Staff
		06/30/2022	
English Language Development Program Implementation	Create and implement an accountability and support structure for implementation of the CAS and aligned ELD programming.	06/30/2022 Quarterly	District ELD Staff, ELD Leads, School Leaders

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
------	-------------	----------------	----------	---------------	--------



Formative  
Assessment

Develop and Implement formative assessment learning opportunities for school staff.

07/01/2017  
06/01/2023

Local funds

District  
Leadership,  
Professional  
Development  
Coordinators,  
Professional  
Learning  
Specialists (PLS),  
Assessment  
Office staff

In Progress



State Assessment  
Data Analysis

Develop and implement processes for school to review and analyze results of state assessments including CMAS ELA, CMAS math, CMAS science, PSAT and SAT.

07/01/2017  
06/01/2023

Local Funds

Curriculum,  
Instruction &  
Assessment staff,  
Department  
teams, School  
Leadership,  
school leaders,  
PLS, school  
teams, School  
Accountability  
Committees



Standards  
Resources

Develop supports for schools to access and implement the Colorado Academic Standards and priority learning outcomes.

07/01/2018  
06/30/2023

Local Funds

District leaders &  
consultants;  
Building leaders;  
Elementary &  
Secondary  
Teachers



In Progress

Provide learning opportunities for teachers and leaders to learn

District staff,  
School Leadership  
and Staff

	and implement the Colorado Academic Standards including the priority learning outcomes.	08/01/2018 06/01/2023	Local Funds	(including Teachers, PLS, and Interventionists)
Standards Training				
	Create, facilitate, and offer the following training to all school based staff: Science of Reading, Depth and Complexity, Serving Twice Exceptional Learners, Identifying and Serving Gifted Students from Typically Underrepresented Populations, implementation of universal, targeted, and intensive services for advanced, honors/gifted learners.	07/01/2019 06/30/2023	Federal, State and Local Funds	District leaders & consultants; Building leaders; Elementary & Secondary Teachers
Professional Development for School Based Staff				
	Convene Curriculum Councils to review the new Colorado Academic Standards and create content curriculum frameworks that clearly articulate expectations (priority learning outcomes).	01/06/2020 06/02/2023	Local Funds	Teachers, District Leadership, Professional Development Coordinators, Professional Learning Specialists (PLS), Assessment Office staff
Curriculum Councils				
	Review and discuss options for increasing participation and performance on the high school science test.	02/03/2020 04/24/2023	Local Funds	District staff, School Leadership and Staff
High School Science				
		04/17/2020	Local and Federal	District Leadership, Professional Development

ELD Program Alignment	Evaluate impact of professional learning opportunities.	06/30/2023	Funds	Coordinators, School Leadership, ELD District Staff
 Gifted Education Program Plan Revision and Implementation	Revise and Implement the DCSD Gifted Education Comprehensive Program Plan to include alignment with the Colorado Academic Standards.	07/01/2020 06/30/2023	Local and State Funds	District Leadership, Gifted Education Facilitators, Professional Development Coordinators, School Leadership
 Gifted Education Facilitator Professional Learning Pathways	Facilitate monthly meetings/trainings to support Gifted Education Facilitators the implementation of universal, targeted, and intensive honors/gifted services.	07/01/2020 06/30/2023	Federal, State and Local Funds	District Leadership, Gifted Education Facilitators, School Leadership
 ELD: Middle School Focus Group	Evaluate current on track data as compared with programming options to create next steps.	02/01/2021 06/30/2021	Title III Funds, Research and CDE resources	District Staff, School Leaders, ELD Teachers and ELD Teacher Leads
 ELD High School Graduation Rate	Evaluate current decline in graduation rate, determine program and re-engagement needs, and determine next steps	02/01/2021 06/30/2021	Title III Funds, Research and CDE resources	District Staff, School Leaders,

Focus Group				ELD Teachers and ELD Teacher Leads
	Priority Learning Outcomes	Convene Curriculum Councils to review Colorado Academic Standards and identify priority learning outcomes. Priority Learning outcomes will serve as the foundation for PLC practices.	05/01/2021 05/31/2022	Local funds
	Core Reading Programs	Implement Core Reading Programs in Elementary Schools	08/09/2021 05/30/2024	Local Funds
				District Leadership, District Staff, Professional Learning Specialists (PLS), Curriculum, Instruction and Assessment Coordinators
				District Leadership, Professional Development staff, School Leadership, school leaders, PLS, school teams, & teachers



**Alignment of universal, targeted and intensive instruction.**

**What will success look like:** Ensuring universal, first best instruction is in place. Creation and implementation of targeted and intensive instructional frameworks to support research and evidence-based strategies for students with unique needs as layered support coordinated with the universal instruction for each of the subgroups through the lens of equity and access (e.g. students with disabilities, struggling learners, English learners, gifted learners, economically disadvantaged, minority) (DCSD Strategic Themes - Health, safety, and social-emotional supports for students; Post-graduation guidance and preparation; Aligned curriculum with flexible instructional delivery)

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Most of DCSD's students in identified subgroups have performed below the performance of all students in DCSD. While these identified groups of students are performing above the Colorado percentages, research supports layering support beginning with solid universal instruction, and coordinated and intentional targeted and intensive instruction and support according to the unique needs of students (CDE, 2020).

**Associated Root Causes:**



**Inconsistent implementation of intervention and advancement models:**


Inconsistent implementation of intervention and advancement models to support challenging and relevant instructional strategies for struggling and advanced/gifted learners in order to achieve significant increases in performance and reduce achievement gaps.



**Inconsistent programming practices of English Language Development:**

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.

**Implementation Benchmarks Associated with MIS**

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 PD/Course Offerings Evaluation	Evaluate and refine as needed content and delivery of PD/Course Offerings related to identified subgroups	07/01/2018 06/30/2022 Quarterly	Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff	Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted,



PD/Course Offerings Development

PD/Course Offerings as identified in the analysis of system need will be developed in preparation for content delivery to appropriate staff

07/01/2018  
06/30/2023  
Quarterly

SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff



PD/Course Offerings Identified

PD offerings and courses to be delivered are identified based on analysis of system needs related to various targeted subgroups.

07/01/2018  
06/30/2023  
Quarterly

Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff



Coaching Opportunities

Provide coaching opportunities through the lens of targeted and intensive frameworks as layered on top of universal instruction and support.

08/01/2019  
06/30/2023  
Quarterly

Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff






PD/Course Offerings Delivery

Delivery of PD/Course Offerings related to identified subgroups that meet the needs of staff system-wide

08/01/2022  
06/30/2023  
Quarterly

Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff

## Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Implementation Frameworks	Create professional learning opportunities and support for district and school leadership to create and implement research and evidenced based frameworks and models for targeted and intensive interventions (e.g., Co-Teaching, Schoolwide Cluster Group Model, Content/Grade Acceleration, Self Contained Classes, Center Based Programs, Sheltered Instruction, pull out small group instruction, Co-TOP, OG/Wilson Supports)	07/01/2017 06/30/2022	Local Funds, Gifted Education Funds, Title II Funds, Title III Funds	District and School Leadership	In Progress
 Response to Intervention (Rtl)	Create and implement professional learning opportunities to increase staff expertise in determining effective research and evidenced based, targeted and intensive interventions to address specific student needs. (Specifically interventions that are aligned to Core Reading Programs.)	07/01/2017 06/30/2023	Local funds, Gifted Funds, Title II, III & IV Funds	Cross Departmental District and School Leadership, District Support Staff, School based teachers and support staff,	In Progress
 Subgroup Performance Analysis	Provide professional learning opportunities for school and district based staff to analyze student growth and achievement data in order to determine specific need. This shall include but not be limited to, Professional Development Courses, Learning Cohorts, ELD Teacher Trainings, Gifted Education Trainings, Special Education Trainings, READ Act Assessment Trainings.	07/01/2017 06/30/2023	Local funds Gifted Education Funds Title II & III Funds	Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG),	In Progress



Assessment &  
System  
Performance Office  
staff



READ Act 45 hr.  
PD

All K-3 teachers of reading will complete 45 hours of CDE approved professional learning on the science of reading instruction.

09/01/2021  
08/01/2022

CDE approved  
Professional  
Learning

All K-3 teachers of  
reading



Core Reading  
Program  
Intervention

Provide intervention resources and training to staff that is aligned to Core Reading Programs

08/08/2022  
06/03/2024

Local Funds

Cross  
Departmental  
District and School  
Leadership, District  
Support Staff,  
School based  
teachers and  
support staff  
(specifically  
interventionists and  
special education  
staff)



### Implementation of Multi-Tiered System of Supports

**What will success look like:** The district will support schools with the implementation of a whole school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. This will include academic, behavior, mental health, health and wellness, and family and community engagement supports. This will include the next step of implementing restorative practices, trauma-responsive practices, social-emotional learning, positive behavior intervention supports, and equity-focused work. (DCSD Strategic Theme - Health, safety, and social-emotional supports for students)

**Describe the research/evidence base supporting the strategy and why it is a good fit:** Colorado Department of Education resources

## Associated Root Causes:



### Lack of focus on student data (including state assessments):


Lack of focus on student data (including state assessments) in making data driven decisions.





### Inconsistent implementation of Multi-Tiered System of Supports:




Inconsistent implementation of multi-tiered system of supports to support academic, behavior and social emotional needs at the universal, targeted and intensive levels.

## Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Stakeholder Communication and Supports	Regular communication to all stakeholders that defines how MTSS is being utilized in our schools.	07/01/2022 06/30/2024 Quarterly	District Health, Wellness & Prevention Team, School Teams	Partially Met
 Training Support for MTSS	Create guidelines and procedures for MTSS structures inclusive of school-based MTSS teams, problem solving teams, school-based behavior crisis response, best practices for opening homebase or regulation rooms, supporting documents for school use to identify universal, targeted and intensive supports for students, standard protocols for universal assessment analysis in addition to evidence based progress monitoring tools.	07/01/2022 06/30/2024 Quarterly	District Health, Wellness & Prevention Team, Curriculum, Instruction & Assessment Dept., School Teams	
 Training Support	Create embedded and stand alone professional development options for all stakeholders through a menu-based approach depending on each schools action plans for next steps in their	07/01/2022 06/30/2024 Quarterly	District Health, Wellness & Prevention Team, School leadership	Partially Met

for MTSS	implementation of MTSS practices.				
	Collaborate with Curriculum, Instruction & Assessment team on common data analysis practices that will become baseline data practices to drive MTSS in schools.	07/01/2022 06/30/2024 Quarterly	District Health, Wellness & Prevention Team, Curriculum, Instruction & Assessment Dept.	Partially Met	
Support MTSS					
	Create MTSS guidelines of systems and procedures that schools can replicate to support academic, behavior and social emotional supports at the universal, targeted and intensive levels.	07/01/2022 06/30/2024 Quarterly	District Health, Wellness & Prevention Team	Partially Met	
Support MTSS					

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Support creation of MTSS Teams in every school to use data (attendance, behavior, academics) to analyze and refine systems to support outcome goals.	07/01/2022 06/30/2024	Local Funds	District Health, Wellness & Prevention Team, School Teams	In Progress
Support MTSS					
	Engage in informational and training events for families around the MTSS process and how schools are engaging in this work.	07/01/2022 06/30/2024	Local Funds	District Health, Wellness & Prevention Team, School Teams	
Stakeholder Communication and Supports					
	Provide training in areas of identified needs at schools inclusive of MTSS systems and protocols, trauma-informed practices, restorative practices, positive behavior & intervention supports (PBIS), data analysis, behavioral interventions, homebase procedures & supports; and crisis prevention intervention (CPI) and behavioral regulation.	07/01/2022 06/30/2024	Local Funds, Title IV funds	District Health, Wellness & Prevention Team, School Teams, Curriculum, Instruction and Assessment Dept.	
Training Support for MTSS					
	Support creation of problem solving teams in every school to			District Health,	



Support MTSS

ensure all students' needs are being addressed in academics, behavior and social emotional curriculums.

07/01/2022  
06/30/2024

Local funds, Title IV funds

Wellness & Prevention Team, School Teams

In Progress

### School Target Setting



### Priority Performance Challenge : Math and English Language Arts Growth



**PERFORMANCE INDICATOR:** Academic Growth

#### MEASURES / METRICS: M



**2022-2023:** The Median Growth Percentile for math will exceed 55.

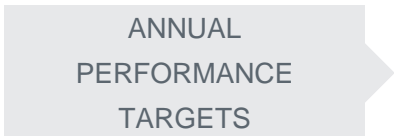
**2023-2024:** The Median Growth Percentile for math will exceed 55.

**INTERIM MEASURES FOR 2022-2023:** i-Ready Math (BOY, MOY and EOY) MGP Math Program Assessments (READY Math and Envision) Local Assessments



**PERFORMANCE INDICATOR:** Academic Growth

#### MEASURES / METRICS: ELA



**2022-2023:** The Median Growth Percentile for math will exceed 55.

**2023-2024:** The Median Growth Percentile for math will exceed 60.

**INTERIM MEASURES FOR 2022-2023:** i-Ready Reading (BOY, MOY and EOY) Core Reading Program Assessments (Benchmark and Wonders) Local Assessments



### Priority Performance Challenge : ELL Achievement



## Priority Performance Challenge : Math and English Language Arts Achievement



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

### MEASURES / METRICS: M

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** The Mean Scale Score for our district would exceed state expectations in Math.

**2023-2024:** The Mean Scale Score for our district would exceed state expectations in Math.

**INTERIM MEASURES FOR 2022-2023:** i-Ready Math (BOY, MOY and EOY) Math Program Assessments (READY Math and Envision) Local Assessments



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

### MEASURES / METRICS: R

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** Increase the percentage of students (grades K-3) that place at or above grade level.

**2023-2024:** Increase the percentage of students (grades K-3) that place at or above grade level.

**INTERIM MEASURES FOR 2022-2023:** i-Ready Reading (BOY, MOY and EOY) Core Reading Program Assessments (Benchmark and Wonders) Local Assessments



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

### MEASURES / METRICS: ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** The Mean Scale Score for our district would exceed state expectations in English Language Arts.

**2023-2024:** The Mean Scale Score for our district would exceed state expectations in English Language Arts.

**INTERIM MEASURES FOR 2022-2023:** i-Ready Reading (BOY, MOY and EOY) Core Reading Program Assessments (Benchmark and Wonders) Local



### Priority Performance Challenge : Gifted Performance and Growth



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

#### MEASURES / METRICS: M

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** All students identified as gifted in math will exceed expectations in math.

**2023-2024:** All students identified as gifted in math will exceed expectations in math.

**INTERIM MEASURES FOR 2022-2023:** i-Ready Math (BOY, MOY and EOY) Math Program Assessments (READY Math and Envision) Local Assessments



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

#### MEASURES / METRICS: R

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** All students identified as gifted in reading and/or writing will exceed expectations in ELA.

**2023-2024:** All students identified as gifted in reading and/or writing will exceed expectations in ELA.

**INTERIM MEASURES FOR 2022-2023:** i-Ready Reading (BOY, MOY and EOY) Core Reading Program Assessments (Benchmark and Wonders) Local Assessments



### Priority Performance Challenge : ELL Graduation Rate



**PERFORMANCE INDICATOR:** Postsecondary & Workforce Readiness

#### MEASURES / METRICS: Disaggregated Grad Rate

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** The 4 year graduation rate will exceed 90%.

**2023-2024:** The 4 year graduation rate will exceed 90%.

**INTERIM MEASURES FOR 2022-2023:** Credit checks Grades



**Priority Performance Challenge : High School Science**



**Priority Performance Challenge : ELL On Track to English Proficiency**



**PERFORMANCE INDICATOR:** English Language Development and Attainment

**MEASURES / METRICS:** ACCESS Proficiency (AMAO 2)

ANNUAL  
PERFORMANCE  
TARGETS

**2022-2023:** The rating for elementary, middle, and high will be meets or exceeds.

**2023-2024:** The rating for elementary, middle, and high will be meets or exceeds.

**INTERIM MEASURES FOR 2022-2023:** Program evaluation and progress monitoring



**Priority Performance Challenge : Students with Disabilities Performance in Reading**