Colorado's Unified Improvement Plan for Districts

Douglas County Re 1 UIP 2021-22 | **District:** Douglas County Re 1 | **Org ID:** 0900 | **Framework:** Accredited: Low Participation | **Draft UIP**

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Executive Summary

Priority Performance Challenges

- *Math and English Language Arts Growth*

Root Cause

- Lack of systemic and instructional alignment to the 2020 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

Major Improvement Strategies

- Implement and Align instruction to the 2020 Colorado Academic Standards
- Implement DCSD Strategic Plan initiatives
- Implementation of targeted and intensive instruction
- Multi-Tiered System of Supports

- *ELL Achievement*

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- Lack of systemic and instructional alignment to the 2020 CAS
- Inconsistent programming practices of English Language Development

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- Implement and Align instruction to the 2020 Colorado Academic Standards
- Implement DCSD Strategic Plan initiatives
- Implementation of targeted and intensive instruction
- Multi-Tiered System of Supports

- *Math and English Language Arts Achievement*

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- Lack of a systemic approach to Professional Learning Communities
- Lack of systemic and instructional alignment to the 2020 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

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- Implement DCSD Strategic Plan initiatives
- Implement and Align instruction to the 2020 Colorado Academic Standards
- Implementation of targeted and intensive instruction
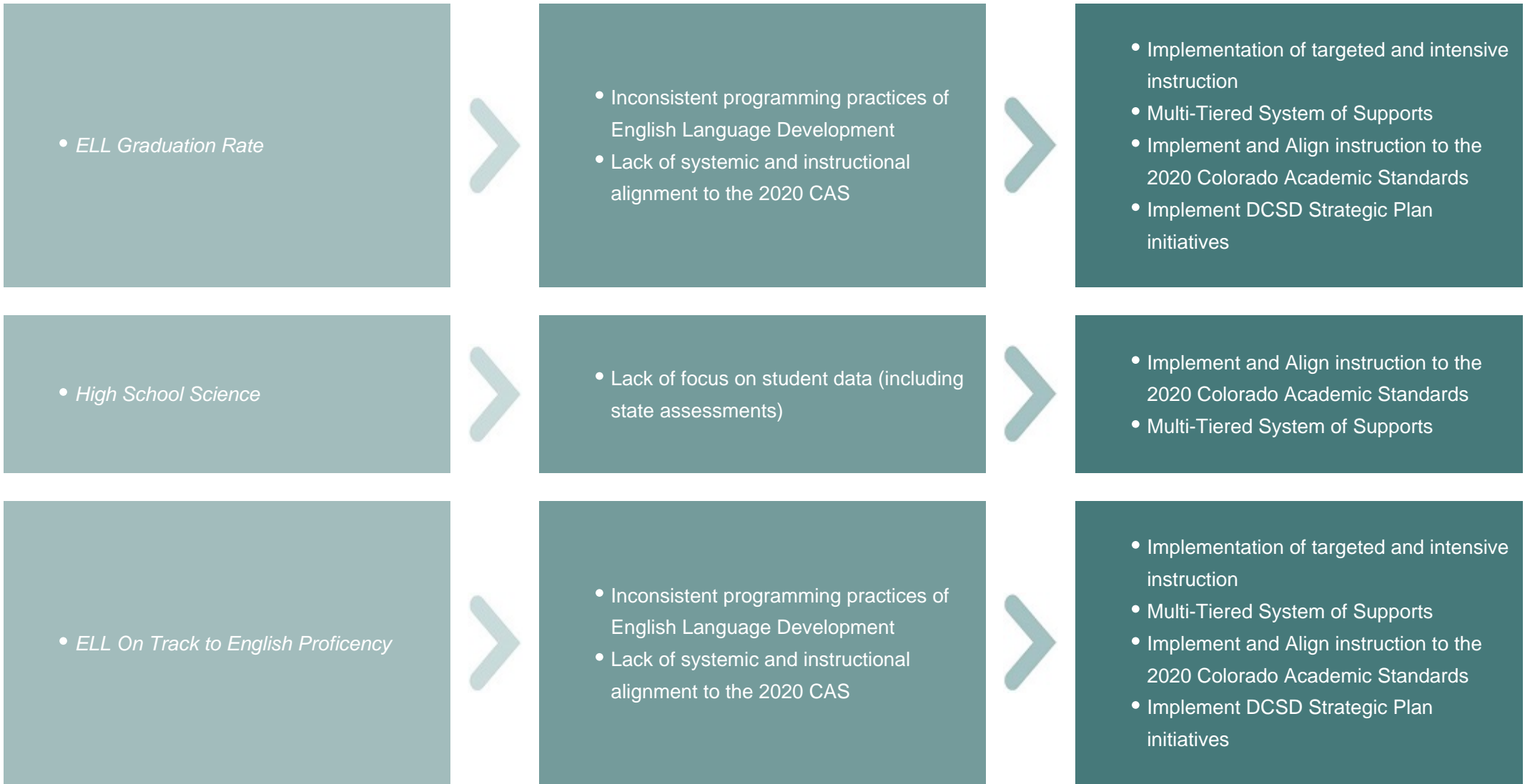- Multi-Tiered System of Supports

- *Gifted Performance and Growth*

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- Lack of systemic and instructional alignment to the 2020 CAS
- Inconsistent implementation of prevention, intervention, and advancement models

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- Implement and Align instruction to the 2020 Colorado Academic Standards
- Implement DCSD Strategic Plan initiatives

• *ELL Graduation Rate*	• Inconsistent programming practices of English Language Development • Lack of systemic and instructional alignment to the 2020 CAS	• Implementation of targeted and intensive instruction • Multi-Tiered System of Supports • Implement and Align instruction to the 2020 Colorado Academic Standards • Implement DCSD Strategic Plan initiatives
• *High School Science*	• Lack of focus on student data (including state assessments)	• Implement and Align instruction to the 2020 Colorado Academic Standards • Multi-Tiered System of Supports
• *ELL On Track to English Proficency*	• Inconsistent programming practices of English Language Development • Lack of systemic and instructional alignment to the 2020 CAS	• Implementation of targeted and intensive instruction • Multi-Tiered System of Supports • Implement and Align instruction to the 2020 Colorado Academic Standards • Implement DCSD Strategic Plan initiatives

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

Improvement Plan Information

Additional Information about the district

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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.

2021 - 2022 Priorities

In June 2021, DCSD identified the following three priorities for the 2021 - 2022 school year. (These priorities are aligned and embedded within the strategic plan.)

- Professional Learning Communities (Strategic Theme #4, Initiative #2A)
- Comprehensive Social Emotional Learning (Strategic Theme #1, Initiative #2A)
- Literacy (Reading)

Plan Development

In a data analysis work session with members of the DCSD District Accountability Committee in January, data from the 2019 District Performance Framework as well as available data from 2020 - 2021 were reviewed and discussed. The pause to the Colorado Department of Education's assessment and accountability requirements were also discussed. 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 January 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

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). In 2018, DCSD was awarded the English Language Proficiency Act (ELPA) Excellence Award from the Colorado Department of Education. That award came with a monetary prize. DCSD used some of that funding to partner with a consultant to lead a multi-part training program for DCSD Spanish-speaking families. The DCSD currently has contracted with this cultural liaison to further train parents of English Learners using a trainer of trainers model. This inaugural group of parents forming Conexìon / Connection, is in the process of planning for sustainable engagement and

participation as a formal parent advocacy group. DCSD's English Language Director, Title III Team Lead, and District feeder contacts work with parents to gather input for family engagement and outreach. In addition, DCSD leverages Title III funds to support family outreach 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 need. 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 Parent/Community Liaison, 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.

In addition, the district is a participant in the CDE MTSS grant and Family and Community Engagement is a critical element of that work. It is one of the priorities identified by the MTSS leadership team and current work is being done to create an action plan that will help identify and achieve goals for improved family and community engagement and communication throughout the district and in our high-need schools.

Douglas County School District - Performance and Demographic Snapshot

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).

Due to the challenges related to COVID and the limited data from 2021, there is no clear evidence on our progress towards our identified targets.   Our focus this year will be to continue to implement our major improvement strategies and monitor progress based on available data.

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

This year's plan has been updated to reflect our superintendent's priorities (Implementing Professional Learning Communities, Social Emotional Learning and Literacy).

Current Performance

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Due to the 2021 - 2022 state accountability pause, updated school ratings are not available from the 2020 - 2021 school year. Our School Performance Framework rating remained on hold from 2019 with a rating of Accredited: Meets Expectations in Overall Achievement, Overall Growth and Overall PostSecondary & Workforce Readiness.

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.

PSAT/SAT – Reading and Writing

Douglas RE 1, Castle Rock - Reading and Writing

	PSAT 9 MSS	PSAT 10 MSS	SAT MSS
GT MSS	586	619	667
Not GT MSS	477	498	534
GT Count	540	432	356
Not GT Count	4616	4682	4558

PSAT/SAT – Math
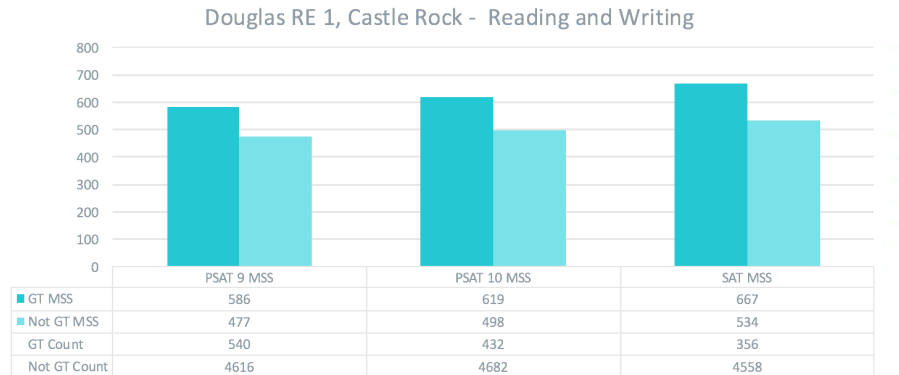
Douglas RE 1, Castle Rock - Math
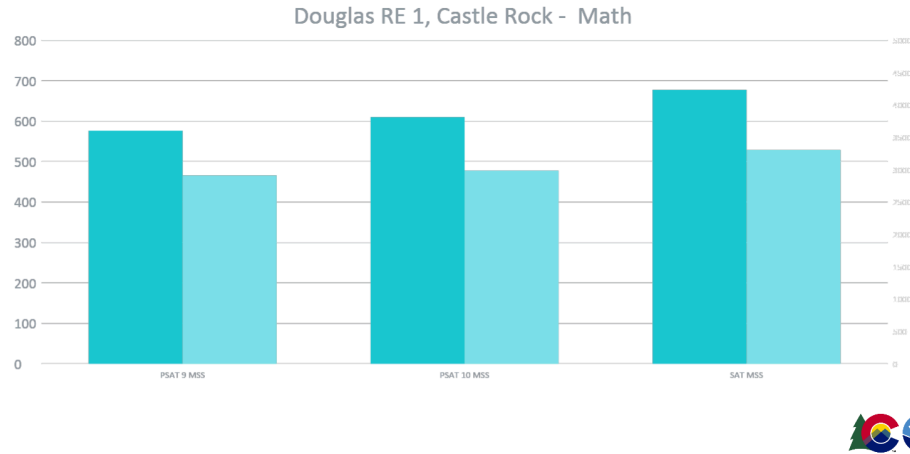
GT Performance data based on (2018-19) Gifted Identification

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)

Achievement Data

CMAS Mean Scale Scores

CMAS ELA	2016	2017	2018	2019	2021
Grade 3	743.2	745.5	748.3	749.9	750
Grade 4	749.3	747.5	752.3	753	-
Grade 5	747.1	750.3	753.2	754.8	756
Grade 6	748.3	750.8	753.7	755.3	-
Grade 7	747.1	748.7	751	753.8	757
Grade 8	747.8	746.9	747.9	750	-

CMAS Math	2016	2017	2018	2019	2021
Grade 3	746.5	746.3	746.8	750.3	-
Grade 4	741.2	744	743.3	744.5	743
Grade 5	741.8	742.5	744.2	744.9	-

Grade 6	745.3	744.5	744.7	745.2	742
Grade 7	738.3	737	737.8	744.3	-
Grade 8	718.7	720.7	727.3	747.1	744

CMAS - Proficient and Advanced

CMAS ELA	2016	2017	2018	2019	2021
Grade 3	44	47	51	52	52
Grade 4	52	50	55	59	-
Grade 5	48	54	58	59	61
Grade 6	51	52	57	60	-
Grade 7	48	51	54	57	60

| Grade 8 | 50 | 49 | 49 | 53 | - |

CMAS Math	2016	2017	2018	2019	2021
Grade 3	48	48	47	53	-
Grade 4	41	45	45	45	42
Grade 5	41	40	44	45	-
Grade 6	45	45	44	45	41
Grade 7	40	37	40	43	-
Grade 8	44	39	43	49	43

PSAT Achievement Data

PSAT	2017			2018			2019		
	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank
Evidence Based Reading and Writing									
All students	92.0%	506.8	79	91.5%	500.4	82	91.9%	499.4	82
English Learners	89.1%	455.1	31	90.4%	411.8	9	91.2%	412.5	9
Free/Reduced Lunch Eligible	82.7%	452.6	30	82.7%	440.0	26	83.1%	443.8	29
Minority Students	91.9%	493.6	66	90.6%	484.4	70	91.3%	483.8	69
Students with Disabilities	78.0%	412.6	6	78.1%	396.1	2	77.7%	400.0	5
Math									
All students	92.0%	497.8	80	91.5%	489.1	83	91.9%	484.0	80
English Learners	89.1%	458.9	50	90.4%	413.2	15	91.2%	409.0	13
Free/Reduced Lunch Eligible	82.7%	444.5	43	82.7%	431.1	31	83.1%	428.8	30
Minority Students	91.9%	489.0	77	90.6%	475.6	75	91.3%	469.7	71
Students with Disabilities	78.0%	397.1	78.0	78.0%	382.4	1	77.7%	388.0	2

Colorado Growth Model Data

Colorado Growth Model – CMAS Data

CMAS ELA Growth	2017	2018	2019	CMAS Math Growth	2017	2018	2019
Elementary							
All students	50	56	55	All students	54	57	58
English Learners	50	52	53	English Learners	52	53.5	56
Free/Reduced Lunch Eligible	46	49	46	Free/Reduced Lunch Eligible	50	49	52
Minority Students	49	54	53	Minority Students	52	56	57
Students with Disabilities	41	47	48	Students with Disabilities	47	50.5	54
Middle							
All students	46	48	49	All students	48	52	54
English Learners	50	53	52	English Learners	46	53	57
Free/Reduced Lunch Eligible	41	46	45	Free/Reduced Lunch Eligible	42	51	52
Minority Students	48	52	50	Minority Students	46	53	54
Students with Disabilities	43	48	46	Students with Disabilities	44	49	51
High							
All students	56	-	-	All students	56	-	-
English Learners	63	-	-	English Learners	49.5	-	-
Free/Reduced Lunch Eligible	54	-	-	Free/Reduced Lunch Eligible	49	-	-
Minority Students	58	-	-	Minority Students	54	-	-
Students with Disabilities	51	-	-	Students with Disabilities	44	-	-

Colorado Growth Model – PSAT-SAT Data

PSAT to SAT Growth	2017	2018	2019
EBRW			
All students	54	65	55
English Learners	55	51	47
Free/Reduced Lunch Eligible	40	52	49
Minority Students	55	60	55
Students with Disabilities	44	52	46
Math			
All students	58	62	60
English Learners	54	50	52
Free/Reduced Lunch Eligible	46	56	52
Minority Students	57	60	60
Students with Disabilities	40	51	52

Postsecondary Workforce Readiness

Postsecondary Workforce Readiness:
DCSD Average Composite Score – College Entrance Exam (COACT – COSAT)

	2015-2016	2016-2017	2017-2018	2018-2019
Colorado	20.4	1014.3	1014	1001
DCSD	22.5	1086.9	1088	1084

DCSD Graduation Rate (4 year) - all students

	2016	2017	2018	2019	2020
Colorado	78.9%	79.0%	80.7%	81.1%	81.9%
DCSD	90.1%	90.4%	90.8%	91.7%	91.2%

Disaggregated Graduation Rate (4 year)

	2016	2017	2018	2019	2020
All Students	90.1%	90.4%	90.8%	91.7%	91.2%
English Learners	65.6%	72.3%	74.3%	73.6%	70.7%
Free/Reduced-Price Lunch Eligible	69.8%	73.6%	75.0%	75.7%	73.7%
Minority Students	84.7%	85.1%	86.6%	85.6%	86.6%
Students with Disabilities	70.3%	74.2%	71.2%	73.4%	77.2%

CO - SAT - Evidence-Based Reading and Writing

	2018		2019		2021	
	% Participants	Means Scale Score	% Participants	Mean Scale Scores	% Participants	Mean Scale Scores
All Students	94.6%	547.2	94.4%	544.9	89.1%	540
English Learners	92.6%	449.4	91.9%	423.6	86.6%	512
Free/Reduced Lunch Eligible	88.6%	488.1	90.7%	474.7	73.4%	480
Minority Students	94.0%	527.8	94.3%	529.3		
Students with Disabilities	83.3%	446.4	81.2%	435.9	70.9%	449

CO - SAT - Math

	2018		2019		2021	
	% Participants	Means Scale Score	% Participants	Mean Scale Scores	% Participants	Mean Scale Scores
All Students	94.6%	541.2	94.4%	540.9	89.1%	527
English Learners	92.6%	436.3	91.9%	426.0	86.6%	502
Free/Reduced Lunch Eligible	88.6%	474.1	90.7%	459.5	73.4%	463
Minority Students	94.0%	526.9	94.3%	527.4		
Students with Disabilities	83.3%	418.3	81.2%	415.2	70.9%	426

READ Act

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

	2018		2019		2021	
Grade	Total # of Students	%SRD	Total # of Students	%SRD	Total # of Students	%SRD
K	4527	7.4%	4553	5.4%	4995	3.7%
1	4596	10.6%	4694	7.1%	4759	5.9%
2	4738	10.9%	4704	8.9%	4821	8.0%
3	5002	11.9%	4871	14.1%	4932	9.9%

Total	18863	10.3%	18822	9.0%	19507	6.9%

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

Grade	2019 % On Grade Level	2021 % On Grade Level
K	80%	78%
1	62%	60%
2	62%	60%
3	57%	58%

English Learners

While academic growth meets expectations at the elementary and middle levels, high school ELs are approaching in academic growth. Academic achievement and growth continue to be at the forefront of instruction and progress monitoring. This progress is being closely monitored continuously by district and school leadership, as well as by school ELD/ESL teachers. This is evidenced by progress monitoring at the school and district level, professional development offered for staff (classroom/content/ELD/leaders), and ongoing conversations 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.

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.
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Trend Analysis

Trend Direction: Increasing then decreasing
Performance Indicator Target: Academic Achievement (Status)

READ Act Trend Data: In 2021, Douglas County had an overall decrease in number and percentage of students identified as having a significant reading deficiency. (Source: READ Act Collection)

Trend Direction: Stable then decreasing
Performance Indicator Target: Academic Achievement (Status)

The DCSD's performance for all student groups on the high school CMAS Science assessment declined in 2019 (during the last state-wide administration).

Trend Direction: Stable
Performance Indicator Target: Academic Growth

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

Trend Direction: Increasing then stable
Performance Indicator Target: Postsecondary & Workforce Readiness

The DCSD's overall 4-year graduation rate 4 of the last 5 years. (90.1%, 90.4%, 90.8%, 91.7%, 91.2%) Graduation rates for some subgroups continue to be below the overall rate. (Source: DPF & CDE) Economically Disadvantaged 73.7%; Foster 30.89%; Homeless 54.3%; English Learners 70.7%; Migrant 50%; Students of Color

86.6%; Students with Disabilities 77.2%; Gifted 97.6%; Female 92.8%; Male 89.7%. While some subgroups fall below the all DCSD rate, all subgroups except for Homeless and Migrant are above the state rates for 2020.

Trend Direction: Decreasing
Performance Indicator Target: Postsecondary & Workforce Readiness

The graduation rates for English Learners are: 70.7% (4 year), 82% (5 year). Year 6 and 7 are currently unavailable. The 7 year graduation rate for ELs was approaching in 2019, and will continue to be a significant focus. This reflects a decrease as compared to the 2019 EL graduation rate: 74.3% (4 year) 77.6% (5 year) 81.0% (6 year) 83.6% (7 year). This is likely due to the COVID pandemic.

Trend Direction: Increasing
Performance Indicator Target: English Language Development and Attainment

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. Achievement: Elementary English Learners earned approaching on ELA CMAS (34th percentile - increased from the 28th percentile) as compared to all elementary students (80th percentile). Elementary English Learners earned approaching on Math CMAS (40th percentile - increased from the 30th percentile) as compared to all elementary students (72nd percentile). Middle school English Learners earned approaching on ELA CMAS (34th percentile - increased from the 30th percentile) as compared to all middle school students (79th percentile). Middle school English Learners earned approaching on Math CMAS (40th percentile - increased from the 32nd percentile) as compared to all middle school students (84th percentile). High school English Learners earned does not meet on PSAT Reading and Writing (9th percentile - no increase or decrease) as compared to all high school students (82nd percentile). High School English Learners earned approaching on Math PSAT (13th percentile - decreased from the 15th percentile) as compared to all high school students (80th 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: Increasing 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: 75.5% in 2020 (73.4%, 2019; 79.8%, 2018) indicating a slight increase from 2019 to 2020. Middle: 33.7% in 2020 (49.9%, 2019; 61.8% (2018) indicating a significant decrease from 2019 to 2020. High: 32.4% in 2020 (44.4% in 2019; 65.4% 2018) indicating a significant decrease.

Trend Direction: Stable

Performance Indicator Target: Disaggregated Achievement

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: 590(2018), 586(2019) PSAT 10: 633(2018), 619(2019) SAT: 672(2018), 667(2019) PSAT/SAT Math: PSAT 9: 583(2018), 576(2019) PSAT 10: 627(2018), 610(2019) SAT: 683(2018), 677(2019)

Trend Direction: Increasing

Performance Indicator Target: Other

In a district created survey, out of 30 school respondents, 24 (80%) of the respondents had a solid understanding of RtI and it's role in a Multi-Tiered System of Supports.

Additional Trend Information:

Given the impact of COVID, trend statements will be difficult to evaluate for 2020 - 2021. 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: Lack of systemic and instructional alignment to the 2020 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.

Root Cause: Lack of systemic and instructional alignment to the 2020 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 systemic and instructional alignment to the 2020 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 systemic and instructional alignment to the 2020 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 65.6% to 74.3% (2019) and dropped to 70.7% in 2020 likely due to COVID, 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 systemic and instructional alignment to the 2020 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 Proficency
Although elementary and middle school ELs are meeting expectations, high school ELs have decreased regarding 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 systemic and instructional alignment to the 2020 CAS

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

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 50th median growth percentile. Similar to the achievement data, the growth data for student many subgroups is below the district average. (This year, due to the impact of COVD and a reduction in state testing, these results may not accurately reflect our students' performance.)

In a data analysis work session with members of the District Accountability Committee, the above trends from 2016 - 19 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 Title I 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 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 through an aligned Curriculum Framework that considers equity and access. (DCSD Strategic Themes - Aligned curriculum with flexible instructional delivery; Health, safety, and social-emotional supports for students)

Associated Root Causes:

Lack of systemic and instructional alignment to the 2020 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 06/01/2022 Monthly	District Staff, School Leadership	Partially Met
School Assessment Coordinator Meetings	Hold monthly meetings to discuss the implementation of state assessments	08/01/2016 05/30/2022 Monthly	District Staff, School Assessment Coordinators	Partially Met
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 05/30/2022 Monthly	District Staff and Professional Learning Specialist
District Leadership Team meeting	Provide school leadership with learning opportunities regarding the new Colorado Academic Standards	09/06/2018 05/05/2022 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
Accountability Structures	Create and implement an accountability and support structure for implementation of the CAS specific to advanced academics, honors, and gifted education.	07/01/2019 06/30/2021 Quarterly	District Staff, School Leadership
Curriculum Council Meetings	Hold regular meetings to develop curriculum frameworks.	01/06/2020 04/27/2022 Quarterly	Teachers and District Staff
High School Principals Meeting	Develop a plan for the 2021 - 2022 school year for high school science	03/01/2020 04/20/2022 Quarterly	District Staff, High School Staff
	Provide monthly professional learning for ELD teachers	08/01/2020 06/30/2022	District ELD staff, ELD Teacher Leads

ELD Teacher Think Tanks			Monthly		
English Language Develoment Program Implementation	Create and implement an accountability and support structure for implementation of the CAS and aligned ELD programming.		06/30/2022 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 06/30/2022	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 07/29/2022	Local Funds	Assessment Office staff, Professional Development staff, School Leadership, school leaders, PLS, school teams, School	

				Accountability Committees	
Curriculum Resources	Develop supports for schools to access and implement the Colorado Academic Standards and priority learning outcomes.	07/01/2018 06/30/2022	Local Funds	District leaders & consultants; Building leaders; Elementary & Secondary Teachers	In Progress
Standards Training	Provide learning opportunities for teachers and leaders to learn and implement the new Colorado Academic Standards including the priority learning outcomes.	08/01/2018 06/30/2022	Local Funds	District staff, School Leadership and Staff (including Teachers, PLS, and Interventionists)	
Professional Development for School Based Staff.	Create, facilitate, and offer the following training to all school based staff: Depth and Complexity, Serving Twice Exceptional Learners, Identifying and Serving Students form Typically Underrepresented Populations, specific to the the implementation of universal, targeted, and intensive advances, honors/gifted services.	07/01/2019 06/30/2022	Federal, State and Local Funds	District leaders & consultants; Building leaders; Elementary & Secondary Teachers	
Curriculum Councils	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 06/30/2022	Local Funds	Teachers, District Leadership, Professional Development Coordinators, Professional Learning Specialists (PLS),	

				Assessment Office staff
High School Science	Review and discuss options for increasing participation and performance on the high school science test.	02/03/2020 04/29/2022	Local Funds	District staff, School Leadership and Staff
ELD Program Alignment	Evaluate impact of professional learning opportunities.	04/17/2020 06/30/2022	Local and Federal Funds	District Leadership, Professional Development 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 05/30/2022	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 06/30/2022	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 Focus Group	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, 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 serves as the foundation for PLC practices.	05/01/2021 05/31/2022	Local funds	District Leadership, District Staff, Professional Learning Specialists (PLS), Curriculum, Instruction and Assessment Coordinators

Implementation of targeted and intensive instruction

What will success look like: 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 Delivery	Delivery of PD/Course Offerings related to identified subgroups that meet the needs of staff system-wide	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	
PD/Course	PD/Course Offerings as identified in the analysis of system need will be developed in preparation for content delivery to appropriate	07/01/2018 06/30/2022	Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and	

Offerings Development	staff	Quarterly	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 06/30/2022 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
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
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 06/30/2022 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

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 (RtI)	Create and implement professional learning opportunities to increase staff expertise in determining effective research and evidenced basedtargeted and intensive interventions to address specific student needs.	07/01/2017 06/30/2022	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 06/30/2022	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), Assessment &	In Progress

	System Performance Office staff

Implement DCSD Strategic Plan initiatives

What will success look like: DCSD will continue to implement initiatives from our district strategic plan.

Describe the research/evidence base supporting the strategy and why it is a good fit: Leading to Change / Making Strategic Planning Work. By Douglas B. Reeves

Associated Root Causes:

Lack of a systemic approach to Professional Learning Communities:
DCSD has not established and sustained professional learning and practice around professional learning communities.

Lack of systemic and instructional alignment to the 2020 CAS:
A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Plan Presentations	Prepare and deliver presentations updating community on progress of plan development and implementation	01/01/2019 06/30/2021 Quarterly	District staff	
Community	Host community meetings to gather feedback for the development and implementation of the strategic plan	02/01/2019 06/30/2020	District staff	

	Meetings			
Strategic Theme Teams	Strategic Theme Teams are created for all phase 1 initiatives	09/30/2019 06/30/2020 Monthly	District Staff	
Action Plans	Action Plans are developed for each phase 1 initiative	09/30/2019 06/30/2022 Quarterly	District staff	
Ensure Equity of Opportunity and Access	Evaluate each theme and initiative through the lens of equity (equity of opportunity, equity of access).	08/01/2020 06/30/2022 Monthly	District Staff	
Revised Action Plans	Action plans are updated for 2021 - 2022	10/01/2021 05/01/2022 Monthly	District and School Staff	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Action Planning	Develop and execute phase 1 of initiatives of the new district strategic plan to include the following - Scorecard for monitoring implementation - Communication and Engagement plan - Reporting and monitoring processes - Reevaluate and reprioritize initiatives within the context of current circumstances and disruptions due to COVID-19	04/01/2019 05/31/2022	Local Funds	District staff	
	Phase 1 Themes teams are created and are tasked with following:				

Strategic Theme Phase 1 Initiatives	- Develop Action plans for each initiative - Identifying intended outcomes - Selecting essential staff for plan implementation and feedback - Develop/Select Objective Performance Metrics - Define desired state for the initiative - Determine current state of the initiative - Select deliverable milestone or activities - Create a stakeholder engagement plan	09/30/2019 06/30/2022	Local Funds	District and school staff
Equity Protocol	Develop and implement an equity evaluation protocol.	01/21/2021 06/30/2022	Local Funds	District Staff
Strategic Theme Phase 2 Initiatives	Develop and execute phase 2 of initiatives of the new district strategic plan to include the following - Scorecard for monitoring implementation - Communication and Engagement plan - Reporting and monitoring processes - Reevaluate and reprioritize initiatives within the context of current circumstances and disruptions due to COVID-19	04/02/2021 05/31/2023	Local Funds	District and School Staff
Action Planning	Review and revise strategic plan initiatives: - Review and update plan initiative team membership - Revise action plans to reflect previous work completed - Update action plans for the current school year	10/01/2021 05/01/2022	Local Funds	District and School staff

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 justice, trauma-responsive practices, social-emotional learning, 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:

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.

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

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
Prioritize MTSS	Regular district communication that prioritizes the importance of MTSS.	06/01/2017 06/30/2022 Quarterly	District MLT, District Leadership	Partially Met
Support MTSS	Create and run pilot program for MTSS implementation.	01/01/2018 06/30/2022 Monthly	District MLT, School Leadership	Partially Met
MTSS Analysis	Create a framework for and understanding of MTSS data analysis.	01/01/2018 06/30/2022 Quarterly	District MLT, School Leadership	Partially Met

	Provide relevant professional development opportunities for building leadership teams.	07/01/2018 06/30/2022 Quarterly	District MLT, School leadership	Partially Met
Support MTSS				
Counselor/Mental Health Staffing	Reduce ratios of counselors and mental health staff to students and increase access for students in both universal and Tier II supports	01/15/2019 06/30/2022 Monthly	Counselor Lead, Counseling Staff, Mental Health Director, Mental Health Staff, School Leadership	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
MTSS Analysis	Collaborate with schools to analyze and evaluate MTSS, and how it applies to all areas of student programming.	07/01/2017 06/30/2021	Local funds, Title II funds, Title IV funds, CDE MTSS State Development Grant	District MLT, Building Leadership Teams	In Progress
Support MTSS	Educate and support building leadership teams with the implementation of MTSS.	07/01/2018 06/30/2021	Local Funds, Title II funds, Title IV funds, CDE MTSS State Development Grant	District MLT, Building Leadership Teams	
Prioritize MTSS	Systemically support the development of a MTSS framework.	07/01/2018 06/30/2021	Local Funds, Title II funds, Title IV funds, CDE MTSS State Development Grant	District MLT, Building Leadership Teams	In Progress

Counselor/Mental Health Staffing Hiring	Hire counselors and mental health staff to support all students and provide access to necessary layered continuum of supports.	01/15/2019 06/30/2021	Local Funds - Mill Levy Resources	Counselor Lead, Mental Health Director & Staff, School Leadership

School Target Setting

Priority Performance Challenge : Math and English Language Arts Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	
	2021-2022: The Median Growth Percentile for math will exceed 50.
	2022-2023: The Median Growth Percentile for math will exceed 55.

INTERIM MEASURES FOR 2021-2022: i-Ready math, common school assessments, classroom assessments

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	
	2021-2022: The Median Growth Percentile for math will exceed 50.
	2022-2023: The Median Growth Percentile for math will exceed 55.

INTERIM MEASURES FOR 2021-2022: i-Ready math, common school assessments, classroom assessments

Priority Performance Challenge : ELL Achievement

PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS: ELP

| ANNUAL PERFORMANCE TARGETS | **2021-2022:** |
| | **2022-2023:** |

INTERIM MEASURES FOR 2021-2022:

Priority Performance Challenge : Math and English Language Arts Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

| ANNUAL PERFORMANCE TARGETS | **2021-2022:** The Mean Scale Score for our district would exceed state expectations in English Language Arts. |
| | **2022-2023:** The Mean Scale Score for our district would exceed state expectations in English Language Arts. |

INTERIM MEASURES FOR 2021-2022: i-Ready math, common school assessments, classroom assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2021-2022:** The Mean Scale Score for our district would exceed state expectations in Math. |
| | **2022-2023:** The Mean Scale Score for our district would exceed state expectations in Math. |

INTERIM MEASURES FOR 2021-2022: i-Ready math, common school assessments, classroom assessments

Priority Performance Challenge : Gifted Performance and Growth

Priority Performance Challenge : ELL Graduation Rate

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Disaggregated Grad Rate

ANNUAL PERFORMANCE TARGETS	
	2021-2022: The 4 year graduation rate will increase from 70.7% to 90%.
	2022-2023: The 4 year graduation rate will exceed 90%.

INTERIM MEASURES FOR 2021-2022:

Priority Performance Challenge : High School Science

Priority Performance Challenge : ELL On Track to English Proficency

PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS	
	2021-2022: On track to proficiency will increase in the middle and high school levels to above 50%.
	2022-2023:

INTERIM MEASURES FOR 2021-2022: