Thank you for submitting your application materials. If you have any questions or need to update any responses or attachments prior to the application deadline, please contact Mandy Christensen at Christensen_A@cde.state.co.us.

ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional ProgramApplication Submission

LEA/BOCES Name	Douglas County School District
Lead Applicant Code	0900 (DCSD) 7244 (Renaissance Secondary School
Mailing Address	620 Wilcox Street, Castle Rock, CO 80104
Requested Funding	$24,000
Total Cost of	$24,000

Curriculum/Instructional Program Purchase	
Applicant Type	District Charter School(s)
Region	Metro
Recipient Schools	Renaissance Secondary School, 7244
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1. Indicate which approved core K-8 mathematics curricula and/or K-3 READ Act-approved instructional programs (including publication year) you intend to purchase by content area, grade level and, if the purchase is not for district-wide implementation, by school. For each, indicate what curricular resources are currently being used and when they were adopted. (no more than 500 words)	Renaissance intends to purchase Illustrative Mathematics 6-8 (McGraw-Hill, 2020) for all of its students in grades 6-8. Illustrative Mathematics 6-8 is a high quality, standards aligned, and problem-based core K-8 mathematics curriculum receiving the maximum ratings by EdReports for focus and coherence, rigor and mathematical practices, and usability in all grades. Illustrative Mathematics 6-8 (McGraw-Hill, 2020) will replace Connected Mathematics adopted by Renaissance in 2017, its first year of operation. Connected Mathematics was also evaluated by EdReports, which determined that it did not meet expectations for focus and coherence or for rigor and mathematical practices in grades 6 and 7. Replacing Connected Mathematics with Illustrative Mathematics 6-8 (McGraw-Hill, 2020) will allow middle school students at Renaissance to have access to a high quality, standards aligned mathematics curriculum.
2. Describe how teachers, school leaders, parents/guardians/families, and/or community members were engaged in the selection of the chosen core mathematics curricula and/or READ Act-approved instructional programs. (no more than 500 words)	Renaissance engaged its school community in identifying a high quality, standards aligned mathematics curriculum that was also aligned with its mission of providing "authentic, integrated learning experiences" that "empower students to become modern learners who are critical thinkers and problem solvers, communicators, collaborators, and creative innovators who contribute to the world around them." A small planning team consisting of the principal, assistant principal, and lead math teacher, initially identified three high quality curricula approved for funding by this grant that met the school's criteria for problem-based mathematics instruction. The planning team then shared the curricula with the middle school math teachers for review. The school's principal and executive director also met with the School Accountability Committee, composed of parents and community members, with regard to the chosen curriculum. The planning team reached consensus that Illustrative Mathematics 6-8 (McGraw-Hill, 2020) provided the highest quality instructional materials that also aligned with the school's mission and philosophy.
3. Will the core mathematics and/or READ	Renaissance Secondary School is a charter school. The mathematics curriculum purchased through this program will be

Act curricular/instructional program(s) purchased through this program be provided to specific schools or adopted district-wide? If specific schools, describe how specific schools will be identified to receive supports in a way that ensures that students most impacted by the pandemic have access to high-quality, standards-aligned curricular and instructional resources. (no more than 500 words)	used in grades 6-8 at Renaissance Secondary School. Renaissance has one of the secondary schools with the highest percentages of students with disabilities in the state of Colorado (19.7%). Although all students were impacted by the pandemic, students with disabilities have been identified as some of the students at highest risk of learning loss during the pandemic. (Storey, N. & Zhang, Q. (2021, September 10) A Meta-analysis of COVID Learning Loss.) By allowing Renaissance to purchase a high quality, standards aligned mathematics curriculum, the grant will help support the high number of students at Renaissance with disabilities.
4. Describe how the district intends to implement the core mathematics and/or READ Act curricula/instructional programs purchased through this program, including how the district and/or schools will ensure that teachers participate in curriculum-based professional learning opportunities. (no more than 500 words)	Renaissance intends to purchase 12 hours of professional development support from McGraw-Hill to assist its teachers in the implementation of Illustrative Mathematics 6-8 (McGraw-Hill, 2020). The onsite training, provided by a certified facilitator from McGraw-Hill, will support middle school math teachers implement the curriculum by teaching the structure of an Illustrative Mathematics lesson, the available assessment resources and their purposes, the instructional routines and their value in the Illustrative Mathematics curriculum, the "5 Practices for Orchestrating Mathematical Discussion," and how math language routines in the curriculum support English learners and students with disabilities. The professional development will also assist teachers in understanding how to organize and plan for lessons and provide them with techniques for setting classroom norms that support problem-based learning. Over the course of the year, math teachers will complete eight additional two-hour professional learning sessions, one for each unit, supporting teachers to make effective instructional decisions such as engaging students, effective questioning, pacing, formative assessment, and differentiation. Renaissance math specialists will also lead professional learning communities for middle school math teachers to continue to support their implementation of the curriculum.
5. Describe how the implementation of the chosen core mathematics curricula and/or READ Act instructional programs will support the acceleration of student learning – particularly for those most impacted by the pandemic. (no more than 500 words)	Renaissance's current mathematics curriculum, Connected Mathematics, was evaluated by EdReports, which determined that it did not meet expectations for focus and coherence or for rigor and mathematical practices in grades 6 and 7. Illustrative Mathematics 6-8 (McGraw-Hill, 2020), conversely was highly rated by EdReports, receiving maximum ratings for focus and coherence, rigor and mathematical practices, and usability in all grades. Replacing Connected Mathematics with Illustrative Mathematics 6-8 (McGraw-Hill, 2020) will allow middle school students at Renaissance to have access to a high quality, standards aligned mathematics curriculum. As a school with a disproportionately high percentage of students with disabilities (19.7% compared to a state average of 12%), Renaissance's adoption of the Illustrative Mathematics 6-8 curriculum will particularly impact students with disabilities, a group of students who are at a higher risk of negative impacts from the COVID-19 pandemic. (Storey, N. & Zhang, Q. (2021, September 10) A Meta-analysis of COVID Learning Loss.)
6. How many students are expected to be served through the program annually once these mathematics curricula and/or READ Act	Renaissance Secondary School continues to grow its enrollment. In the first year of implementation, Renaissance expects to serve 160 students with this mathematics curriculum. Within 5 years, Renaissance expects to serve 240 students annually.

instructional programs are implemented?	
7. Describe how your program meets any or all the priority criteria outlined on page 5. (no more than 500 words)	Renaissance Secondary School meets two criteria specified for priority consideration. First, Renaissance intends to join CDE in supporting the purchase of the mathematics curriculum by contributing funds to the purchase of the curriculum. Renaissance will use grant funding to purchase the curriculum for 160 students. As Renaissance's middle school enrollment continues to grow, Renaissance will purchase the curriculum to serve the additional students. Second, Renaissance serves a high percentage of students with disabilities. 19% of students at Renaissance are on an IEP to service their disability compared with the statewide enrollment percentage of 12%.

File Attachments

ESSER Curricula Grant Program Budget Workbook_Renaissance Secondary_4.27.22.xlsx	(221k)
RSS Signed Assurances.pdf	(180k)

ESSER Curricula Grant Program Budget Workbook_Renaissance Secondary_4.27.22.xlsx
217K