



Colorado's Unified Improvement Plan for Districts

Douglas County Re 1 UIP 2020-21 | District: Douglas County Re 1 | Org ID: 0900 | Framework: Accredited: Low Participation | Draft UIP

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Executive Summary

If we...

IMPLEMENT AND ALIGN INSTRUCTION TO THE NEW COLORADO ACADEMIC STANDARDS

Description:

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)



IMPLEMENTATION OF TARGETED AND INTENSIVE INSTRUCTION

Description:

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)



MULTI-TIERED SYSTEM OF SUPPORTS

Description:

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)



IMPLEMENT DCSD STRATEGIC PLAN INITIATIVES

Description:

DCSD will begin to implement our new district strategic plan.



Then we will address...

LACK OF SYSTEMIC AND INSTRUCTIONAL ALIGNMENT TO THE 2020 CAS

Description:

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



INCONSISTENT PROGRAMMING PRACTICES OF ENGLISH LANGUAGE DEVELOPMENT

Description:

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.



LACK OF FOCUS ON STUDENT DATA (INCLUDING STATE ASSESSMENTS)

Description:

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



INCONSISTENT IMPLEMENTATION OF PREVENTION, INTERVENTION, AND ADVANCEMENT MODELS

Description:

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.



LACK OF A SYSTEMIC APPROACH TO PROFESSIONAL LEARNING COMMUNITIES

Description:

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



Then we will change current trends for students

MATH AND ENGLISH LANGUAGE ARTS GROWTH

Description:

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.



ELL ACHIEVEMENT

Description:

Not all students identified as English Learners are meeting or exceeding state expectations for math and English language arts.



MATH AND ENGLISH LANGUAGE ARTS ACHIEVEMENT

Description:

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



GIFTED PERFORMANCE AND GROWTH

Description:

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.



ELL GRADUATION RATE

Description:

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.



HIGH SCHOOL SCIENCE

Description:

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



ELL ON TRACK TO ENGLISH PROFICIENCY

Description:

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.



Improvement Plan Information

Additional Information about the district

District Contact Information

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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.

Plan Development

In a data analysis work session with members of the DCSD District Accountability Committee, 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. 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 Conexión / 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

Select School or District **Douglas County Re 1 (0900)**
 701 PRAIRIE HAWK DRIVE CASTLE ROCK, CO 80108

| | |
|---|---|
| Superintendent: Thomas Tucker Link to District Website Serves Grades K-12 2018-19 Student Enrollment ⓘ <div style="background-color: #666; color: white; padding: 2px; text-align: center; font-weight: bold;">65,358</div> Free/Reduced Price Lunch Eligible Students District: 12% State: 41% Minority Students District: 27% State: 47% English Learners District: 6% State: 16% Students with Disabilities District: 10% State: 11% | <div style="background-color: #333; color: white; text-align: center; padding: 5px; font-weight: bold;">2019 Performance Framework Results</div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 45%;"> <p>Official Performance Rating ⓘ <i>How are performance framework ratings determined?</i></p> <div style="background-color: #76b82a; color: white; padding: 10px; text-align: center; font-weight: bold; font-size: 1.2em;">Accredited: Low Participation ⓘ</div> <p>Distinction - 74.0%</p> <p>Accredited - 56.0% 66.9%</p> <p>Improvement - 44.0%</p> <p>Priority Improvement - 34.0%</p> <p>Turnaround - 25.0%</p> </div> <div style="width: 45%;"> <p>Performance Indicator Ratings ⓘ <i>How did students perform on different parts of the performance framework?</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Achievement: Meets ⓘ</p> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> <p>Postsecondary & Workforce Readiness: Meets ⓘ</p> </div> </div> <div style="text-align: center; margin-top: 10px;"> <p>Growth: Meets ⓘ</p> </div> </div> </div> <div style="display: flex; justify-content: center; margin-top: 10px;"> <div style="background-color: #d9534f; padding: 2px 5px; font-size: 0.8em;">Does Not Meet Expectations</div> <div style="background-color: #f1c40f; padding: 2px 5px; font-size: 0.8em;">Approaching Expectations</div> <div style="background-color: #76b82a; padding: 2px 5px; font-size: 0.8em;">Meets Expectations</div> <div style="background-color: #5dade2; padding: 2px 5px; font-size: 0.8em;">Exceeds Expectations</div> </div> |
| <div style="background-color: #333; color: white; text-align: center; padding: 5px; font-weight: bold;">2018-19 Unified Improvement Plan</div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 30%;"> <p>Performance Challenges ⓘ</p> <p><i>Where is the district focusing its attention?</i></p> <ul style="list-style-type: none"> ELL Achievement ELL Graduation Rate GT Performance and Growth List continues. Click below to view more. </div> <div style="width: 30%;"> <p>Root Causes ⓘ</p> <p><i>What issues underlie these challenges?</i></p> <ul style="list-style-type: none"> Expired district strategic plan Inconsistent implementation of intervention and advancement models Inconsistent implementation of prevention, intervention and advancement models List continues. Click below to view more. </div> <div style="width: 30%;"> <p>Improvement Strategies ⓘ</p> <p><i>What strategies have been put in place to address root causes?</i></p> <ul style="list-style-type: none"> Create and Implement a new DCSD Strategic Plan Implementation and alignment to the new Colorado Academic Standards Implementation of targeted and intensive instruction List continues. Click below to view more. </div> </div> | |
| <div style="display: flex; justify-content: space-around;"> <div style="background-color: #666; color: white; padding: 5px 10px; font-size: 0.8em;">Click Here to View Full Performance Framework Report</div> <div style="background-color: #666; color: white; padding: 5px 10px; font-size: 0.8em;">Click Here to View Full Unified Improvement Plan</div> </div> | |

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).

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

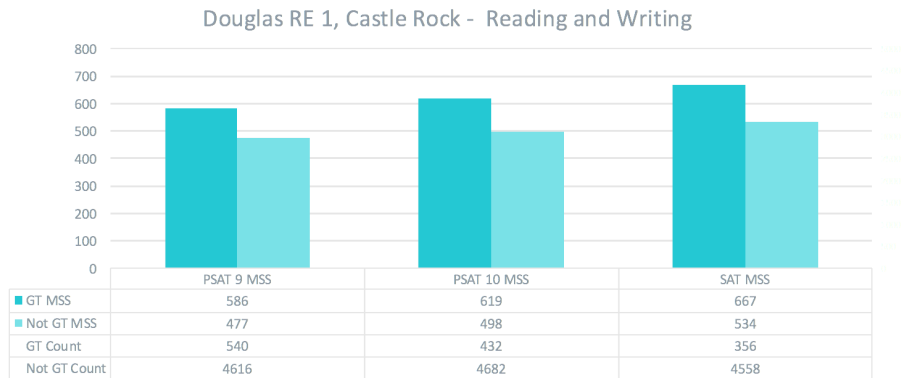
Current Performance

•

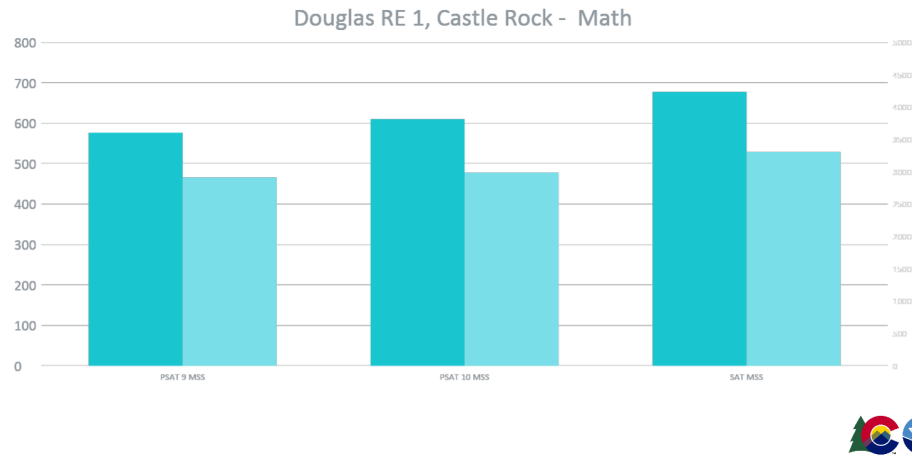
Due to COVID-19, state assessment data and updated school ratings are not available from the 2019-2020 school year. Our School Performance Framework rating remained on hold from 2019 with a rating of Accredited: Meets Expectations in Overall Achievement, Overall Growth and Overall PostSecondary & Workforce 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



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 | <u>%Met&Exceed 2017</u> | <u>%Met&Exceed 2018</u> | <u>%Met&Exceed 2019</u> |
|-------|-----------|-----------|-----------|--------------|--------------|--------------|-----------------------------|-----------------------------|-----------------------------|
| 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 Achievement Data

| CMAS English Language Arts | 2017 CMAS | | | 2018 CMAS | | | 2019 CMAS | | |
|--------------------------------|-----------------------|------------------|-----------------|-----------------------|------------------|-----------------|-----------------------|------------------|-----------------|
| | Percent Participation | Mean Scale Score | Percentile Rank | Percent Participation | Mean Scale Score | Percentile Rank | Percent Participation | Mean Scale Score | Percentile Rank |
| <u>Elementary School Level</u> | | | | | | | | | |
| All students | 87.2% | 748.5 | 70 | 91.9% | 752.0 | 78 | 93.2% | 753.0 | 80 |
| English Learners | 90.3% | 730.5 | 29 | 94.0% | 730.1 | 28 | 94.9% | 732.5 | 34 |
| Free/Reduced Lunch Eligible | 87.9% | 724.6 | 18 | 90.1% | 730.2 | 29 | 91.1% | 731.4 | 31 |
| Minority Students | 89.6% | 742.3 | 56 | 93.0% | 745.8 | 64 | 94.4% | 747.2 | 68 |
| Students with Disabilities | 75.2% | 711.5 | 2 | 79.2% | 715.3 | 5 | 81.2% | 715.9 | 6 |
| <u>Middle School Level</u> | | | | | | | | | |
| All students | 70.0% | 748.5 | 71 | 79.9% | 750.3 | 75 | 82.1% | 752.9 | 79 |
| English Learners | 81.9% | 728.4 | 23 | 87.7% | 731.8 | 30 | 88.0% | 733.5 | 34 |
| Free/Reduced Lunch Eligible | 72.1% | 723.3 | 13 | 80.4% | 727.2 | 21 | 77.5% | 730.5 | 27 |
| Minority Students | 74.7% | 742.2 | 55 | 82.9% | 745.9 | 63 | 84.2% | 747.8 | 69 |
| Students with Disabilities | 62.0% | 710.4 | 1 | 71.4% | 712.7 | 2 | 73.1% | 713.1 | 2 |
| <u>High School Level</u> | | | | | | | | | |
| All students | 46.7% | 745.7 | 69 | - | - | - | - | - | - |
| English Learners | 64.2% | 729.9 | 28 | - | - | - | - | - | - |
| Free/Reduced Lunch Eligible | 46.7% | 724.2 | 14 | - | - | - | - | - | - |
| Minority Students | 52.8% | 740.9 | 54 | - | - | - | - | - | - |
| Students with Disabilities | 52.9% | 714.6 | 2 | - | - | - | - | - | - |

| CMAS Math | 2017 CMAS | | | 2018 CMAS | | | 2019 CMAS | | |
|--------------------------------|-----------------------|------------------|-----------------|-----------------------|------------------|-----------------|-----------------------|------------------|-----------------|
| | Percent Participation | Mean Scale Score | Percentile Rank | Percent Participation | Mean Scale Score | Percentile Rank | Percent Participation | Mean Scale Score | Percentile Rank |
| Elementary School Level | | | | | | | | | |
| All students | 87.2% | 744.5 | 72 | 91.6% | 744.8 | 72 | 93.4% | 746.3 | 75 |
| English Learners | 91.4% | 728.7 | 35 | 95.1% | 726.5 | 30 | 95.9% | 730.4 | 40 |
| Free/Reduced Lunch Eligible | 88.0% | 720.8 | 18 | 90.0% | 721.8 | 20 | 91.3% | 723.8 | 25 |
| Minority Students | 89.7% | 738.2 | 58 | 92.6% | 738.9 | 60 | 94.7% | 741.0 | 64 |
| Students with Disabilities | 74.8% | 711.2 | 5 | 79.5% | 712.9 | 7 | 81.7% | 715.5 | 9 |
| Middle School Level | | | | | | | | | |
| All students | 69.9% | 740.0 | 72 | 80.0% | 742.2 | 76 | 82.5% | 745.7 | 84 |
| English Learners | 82.7% | 722.5 | 27 | 89.2% | 724.8 | 32 | 90.2% | 727.3 | 40 |
| Free/Reduced Lunch Eligible | 72.2% | 715.8 | 13 | 80.4% | 721.3 | 24 | 78.2% | 722.3 | 27 |
| Minority Students | 74.9% | 733.8 | 58 | 83.1% | 737.0 | 66 | 84.9% | 740.2 | 72 |
| Students with Disabilities | 57.8% | 704.1 | 1 | 71.8% | 707.7 | 3 | 73.6% | 708.1 | 3 |
| High School Level | | | | | | | | | |
| All students | 45.9% | 740.6 | 76 | - | - | - | - | - | - |
| English Learners | 61.7% | 726.7 | 40 | - | - | - | - | - | - |
| Free/Reduced Lunch Eligible | 45.6% | 720.6 | 24 | - | - | - | - | - | - |
| Minority Students | 51.7% | 736.2 | 66 | - | - | - | - | - | - |
| Students with Disabilities | 51.6% | 713.3 | 6 | - | - | - | - | - | - |

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:

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% |

| SAT | 2018 | | 2019 | |
|---|-----------------------|------------------|-----------------------|------------------|
| | Percent Participation | Mean Scale Score | Percent Participation | Mean Scale Score |
| CO SAT Evidence - Based Reading and Writing | | | | |
| All students | 94.6% | 547.2 | 94.4% | 544.9 |
| English Learners | 92.6% | 449.4 | 91.9% | 423.6 |
| Free/Reduced Lunch Eligible | 88.6% | 488.1 | 90.7% | 474.7 |
| Minority Students | 94.0% | 527.8 | 94.3% | 529.3 |
| Students with Disabilities | 83.3% | 446.4 | 81.2% | 435.9 |

| SAT | 2018 | | 2019 | |
|-----------------------------|-----------------------|------------------|-----------------------|------------------|
| | Percent Participation | Mean Scale Score | Percent Participation | Mean Scale Score |
| CO SAT - Math | | | | |
| All students | 94.6% | 541.2 | 94.4% | 540.9 |
| English Learners | 92.6% | 436.3 | 91.9% | 426.0 |
| Free/Reduced Lunch Eligible | 88.6% | 474.1 | 90.7% | 459.5 |
| Minority Students | 94.0% | 526.9 | 94.3% | 527.4 |
| Students with Disabilities | 83.3% | 418.3 | 81.2% | 415.2 |

READ Act

READ ACT:

DCSD Percentage of students identified as having a Significant Reading Deficiency (SRD)

| Grade | 2017 | | 2018 | | 2019 | |
|--------------|------------------|--------------|------------------|---------------|------------------|--------------|
| | Total # Students | % SRD | Total # Students | % SRD | Total # Students | % SRD |
| K | 4391 | 10% | 4527 | 7.4% | 4553 | 5.4% |
| 1 | 4575 | 12% | 4596 | 10.6% | 4694 | 7.1% |
| 2 | 4803 | 11% | 4738 | 10.9% | 4704 | 8.86% |
| 3 | 4829 | 12% | 5002 | 11.9% | 4871 | 14.17% |
| Total | 18598 | 11.5% | 18863 | 10.25% | 18822 | 8.97% |

DCSD Percentage of reading on grade level

| Grade | % On Grade Level |
|----------|------------------|
| K | 80% |
| 1 | 62% |
| 2 | 62% |
| 3 | 57% |

Title I, Part A Data:

The disparities identified in the CDE data for low-income and minority students being taught at disproportionate rates by out-of-field teachers in high poverty schools are being addressed in the schools' unified improvement plans. A major component of the effort in these school plans is providing pathways to licensure for mentors that are providing first instruction in addition to teachers that need additional endorsements or licensure (including CLD), and additional coursework to ensure hours are met per appropriate licensure rules. Pathways include alternative licensure programs, successful passing of the PRAXIS or PLACE exams, and appropriate coursework. Transcripts, experience and coursework are being evaluated to provide further guidance to teachers and mentors on appropriate pathways and career plans that will be as effective and expedient as possible. Simultaneously, professional development is being provided to further the pedagogical content knowledge of both teachers and mentors. Continued monitoring of practices will occur as part of the teacher evaluation process to ensure that any disparities are mitigated through continuous improvement of teaching practices and all appropriate supports are in place to ensure the quality of teaching for all students in these school settings.

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.

Trend Analysis



Trend Direction: Stable then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

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



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Median growth percentiles for CMAS have remained above the 50th percentile in Math, including all subgroups. (Source: DPF)



Trend Direction: Increasing then stable

Notable Trend: Yes

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

Notable Trend: Yes

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

Notable Trend: Yes

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

Notable Trend: Yes

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

Notable Trend: Yes

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

Notable Trend: Yes

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

Notable Trend: Yes

Performance Indicator Target: Other

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.

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 Proficiency

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.

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 new 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 |
|--|---|-----------------------|---------------|--------|
|  Advanced | Provide clear, effective, and sustainable professional development specific to advanced academics, honors, and gifted education | | | |

| | | | | |
|--|--|-------------------------------------|---|---------------|
| Academics Professional Learning Opportunities | curriculum and instruction. Provide consistent, research and evidence based professional learning opportunities specific to the implementation of the CAS. | | | |
|  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 | 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

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



ELD Teacher Think Tanks

Provide monthly professional learning for ELD teachers

08/01/2020
06/30/2022
Monthly

District ELD staff, ELD Teacher Leads






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
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. | 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

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 from 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.

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

District
Leadership,



ELD Program
Alignment

Evaluate impact of professional learning opportunities.

04/17/2020
06/30/2022

Local and Federal
Funds

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




Evaluate current decline in graduation rate, determine program

02/01/2021

Title III Funds,

District Staff,
School Leaders,

| | | | | |
|--|---|--------------------------|----------------------------|---|
| ELD High School Graduation Rate Focus Group | and re-engagement needs, and determine next steps | 06/30/2021 | Research and CDE resources | ELD Teachers and ELD Teacher Leads |
|  | 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 | 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 |
|---------|---|---------------------------------------|--|--------|
| | 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 Offerings as identified in the analysis of system need will be developed in preparation for content delivery to appropriate staff | 07/01/2018 06/30/2022 Quarterly | Personalized Learning Department Staff (EL, GT, SpEd, Literacy, Homeless, Title (ESSA) Programming), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff | |
| | 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 | Personalized Learning Department Staff (EL, GT, SpEd, Literacy, Homeless, Title (ESSA) Programming), Curriculum, Instruction | |

| | | | | |
|--|--------------------------------|--|---------------------------------------|---|
| Identified | | | | 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 | Personalized Learning Department Staff (EL, GT, SpEd, Literacy, Homeless, Title (ESSA) Programming), 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 | Personalized Learning Staff, Learning Services 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 |
| | Create and implement professional learning opportunities to | | | Cross Departmental District and School Leadership, | |



Response to Intervention (Rtl)

increase staff expertise in determining effective research and evidenced based targeted and intensive interventions to address specific student needs.

07/01/2017
06/30/2022

Local funds,
Gifted Funds, Title
I, II, III & IV Funds

District Support
Staff, District
Personalized
Learning 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 I, II & III
Funds

District
Personalized
Learning
Department staff;
Assessment and
System
Performance
Office staff;
Curriculum,
Instruction and
Professional
Growth staff

In Progress



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. | Provide relevant professional development opportunities for building leadership teams. | 07/01/2018 06/30/2022 | District MLT, School leadership | Partially Met |

Support MTSS

Quarterly






Reduce ratios of counselors and mental health staff to students and increase access for students in both universal and Tier II supports

Counselor/Mental Health Staffing

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, EASI MTSS 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, EASI MTSS 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, EASI MTSS 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



Implement DCSD Strategic Plan initiatives

What will success look like: DCSD will begin to implement our new 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 | |



Host community meetings to gather feedback for the development and implementation of the strategic plan

02/01/2019
06/30/2020

District staff

Community Meetings



Strategic Theme Teams are created for all phase 1 initiatives

09/30/2019
06/30/2020
Monthly

District Staff

Strategic Theme Teams



Action Plans are developed for each phase 1 initiative

09/30/2019
06/30/2022
Quarterly

District staff

Action Plans



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

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:
- Develop Action plans for each initiative - Identifying intended



Strategic Theme
Phase 1 Initiatives

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

School Target Setting



Priority Performance Challenge : Math and English Language Arts Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2020-2021: All students will meet or exceed state expectations for growth for math on CMAS Math and growth percentiles from PSAT 10 to SAT.

2021-2022:

INTERIM MEASURES FOR 2020-2021:



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2020-2021: All students will meet or exceed state expectations for growth for English Language Arts on CMAS ELA and growth percentiles from PSAT 10 to SAT.

2021-2022:

INTERIM MEASURES FOR 2020-2021:



Priority Performance Challenge : ELL Achievement



PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2020-2021: All identified English Learners will meet or exceed state expectations for growth for CMAS, ACCESS 2.0 for ELLs, and PSAT (secondary only).

2021-2022:

INTERIM MEASURES FOR 2020-2021:



PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS: ELP

ANNUAL
PERFORMANCE
TARGETS

2020-2021: All schools will reinstate collaborative practices to align the curriculum with the language of the content. All schools will focus on the content and the language of the content for emerging bilingual students.

2021-2022:

INTERIM MEASURES FOR 2020-2021:



Priority Performance Challenge : Math and English Language Arts Achievement



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2020-2021: The number and percentage of K-3 students reading at grade level proficiency (as measured by an approved READ Act assessment) will increase.

2021-2022:

INTERIM MEASURES FOR 2020-2021:



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2020-2021: All students will meet or exceed state expectations for English Language Arts on CMAS ELA and Evidence-based Reading and Writing on PSAT.

2021-2022:

INTERIM MEASURES FOR 2020-2021:



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

2020-2021: The number and percentage of K-3 students identified as having a significant reading deficiency (as measured by an

ANNUAL
PERFORMANCE
TARGETS

approve READ Act assessment) will decrease.

2021-2022:

INTERIM MEASURES FOR 2020-2021:



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2020-2021: All students will meet or exceed state expectations for math on CMAS Math and PSAT.

2021-2022:

INTERIM MEASURES FOR 2020-2021:



Priority Performance Challenge : Gifted Performance and Growth



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2020-2021: All students identified as gifted with a specific academic ability in mathematics will exceed state expectations on the appropriate course aligned CMAS Math assessment or PSAT Math assessment.

2021-2022:

INTERIM MEASURES FOR 2020-2021:



Priority Performance Challenge : ELL Graduation Rate



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Disaggregated Grad Rate

ANNUAL
PERFORMANCE
TARGETS

2020-2021: The 4 year graduation rate will increase from 70.7% to 85%.

2021-2022: The 4 year graduation rate will increase from 70.7% to 90%.

INTERIM MEASURES FOR 2020-2021:



Priority Performance Challenge : High School Science



Priority Performance Challenge : ELL On Track to English Proficiency



PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS: ELP

ANNUAL
PERFORMANCE
TARGETS

2020-2021: On track to proficiency will to "meets" or "exceeds" (50th percentile or above) for all levels.

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

INTERIM MEASURES FOR 2020-2021: