COLORADO
Department of Education

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Colorado's Unified Improvement Plan for Districts

Adams 12 Five Star Schools UIP 2022-23 | **District:** Adams 12 Five Star Schools | **Org ID:** 0020 | **Framework:** Accredited: Low Participation | **Draft UIP**

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Priority Performance Challenges

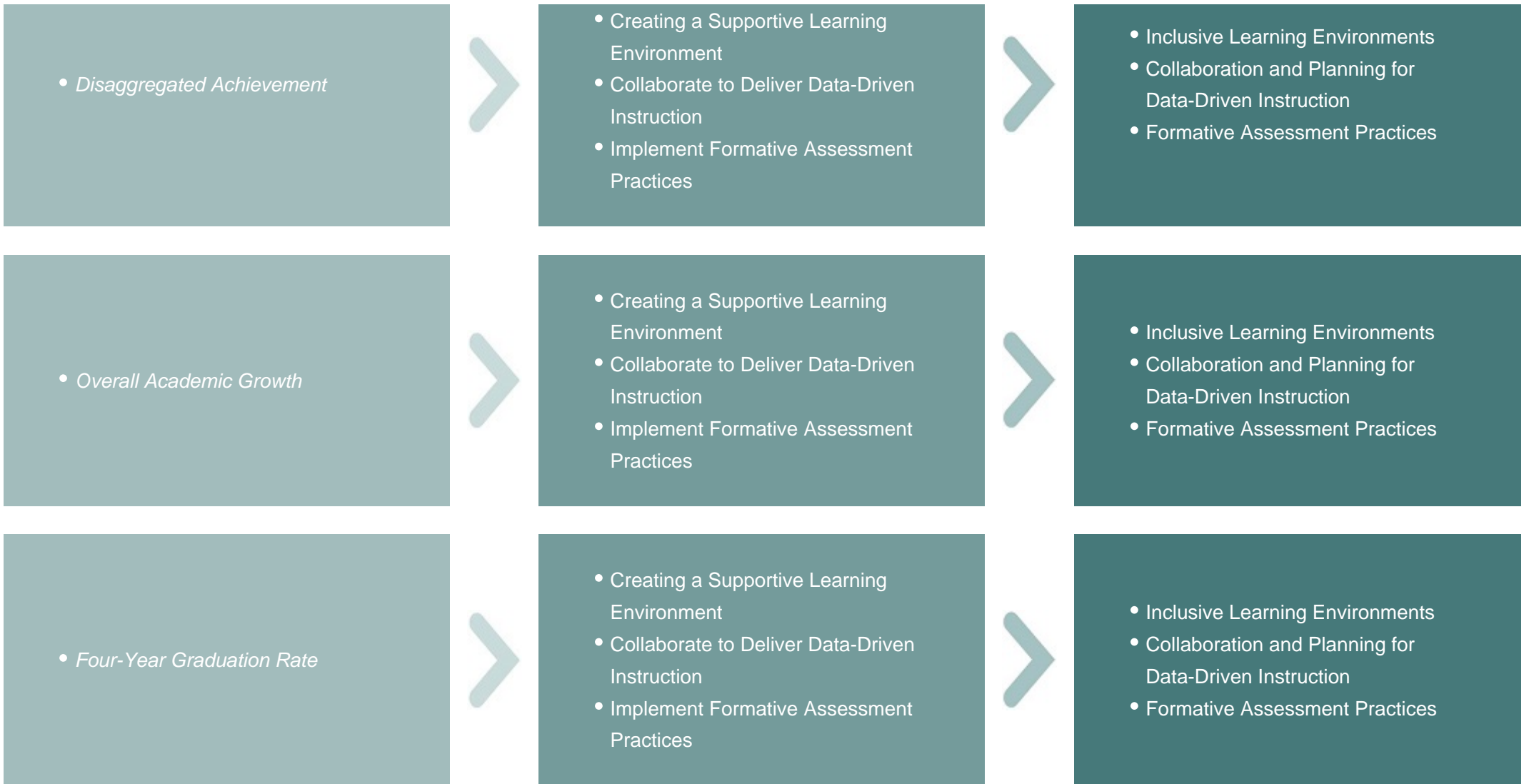**Root Cause**

Major Improvement Strategies

- *Overall Achievement*

- Creating a Supportive Learning Environment
- Collaborate to Deliver Data-Driven Instruction
- Implement Formative Assessment Practices

- Inclusive Learning Environments
- Collaboration and Planning for Data-Driven Instruction
- Formative Assessment Practices

• *Disaggregated Achievement*	• Creating a Supportive Learning Environment • Collaborate to Deliver Data-Driven Instruction • Implement Formative Assessment Practices	• Inclusive Learning Environments • Collaboration and Planning for Data-Driven Instruction • Formative Assessment Practices
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Access the District Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

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Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

Overview

The Adams 12 Five Star District is located north of Denver and is comprised by all or parts of the following communities: Broomfield, Federal Heights, Northglenn, Thornton, and Westminster. Based on 2021-22 October count data, the District serves 36,078 students (PK-12) with the following demographics: 5.9% Asian, 1.6% Black, 44.0% Hispanic, 0.5% Native American, 4.7% Two or More Races, and 43.3% White. The number of English Language Learners (ELLs) has decreased slightly since last year to 15.5%. The number of students receiving free/reduced lunch has decreased slightly to 39.7%. In general, schools in the southern portion of the district are comprised of greater percentages of ELLs and students receiving free/reduced lunch, and schools in the northern portion of the district are comprised of fewer at-risk students.

The district received a fully accredited rating for the fifth consecutive year in 2022 (no District Performance Frameworks (DPFs) were issued in 2020 or 2021). Overall, there was a 4.3% decline in the percentage of points earned on our 2022 one-year DPF compared to our 2019 DPF. The percentage of points earned on the 2022 DPF decreased in all indicator areas compared to the 2019 DPF, with the largest decrease related to postsecondary and workforce readiness.

Percentage of Points Earned on DPF

Indicator	2016 DPF	2017 DPF	2018 DPF	2019 DPF	2022DPF*
Academic Achievement	49.8%	58.1%	55.1%	56.7%	52.1%
Academic Growth	70.2%	64.9%	68.8%	68.2%	66.1%
Postsecondary & Workforce Readiness (PWR)	47.2%	56.9%	63.9%	58.7%	51.9%
Overall	57.2%	60.5%	63.2%	61.9%	57.6%

No DPFs were issued in 2020 or 2021 due to complications resulting from the COVID pandemic

The remainder of this document provides a high-level summary of all aspects of the UIP analysis and development process undertaken by the district staff, school staff, and the District Accountability Committee (DAC). The components listed include a prior year performance target analysis, the development of notable performance trends, the identification of priority performance challenges and root causes, the refinement of major improvement strategies, and lastly, the formulation of performance targets for the 2022-23 school year.

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).

The following tables outline the targets established for each indicator for the 2021-22 school year as well as an indication of whether each target was met or not. Targets that were met are in green font while targets that were not met are in red font.

Academic Achievement – CMAS/PSAT

Content Area	Prior Year Target by Level	2021-22 Performance
Literacy – All Students	Elementary: Increase mean scale score (MSS) to 744.0 Middle: Increase MSS to 745.4 High: Increase PSAT 9 MSS to 451.6, PSAT 10 MSS to 475.0, and SAT MSS to 492.0	Elementary: MSS of 739.7 Middle: MSS of 738.6 High: PSAT 9 MSS of 451.1, PSAT 10 MSS of 481.7, and SAT MSS of 497.0
Literacy - GT Students	35.0% of GT students will score Exceeded	24.5% of GT students scored Exceeded
Math – All Students	Elementary: Increase mean scale score (MSS) to 735.0 Middle: Increase MSS to 736.2 High: Increase PSAT 9 MSS to 454.0, PSAT 10 MSS to 460.6, and SAT MSS to 487.1	Elementary: MSS of 732.3 Middle: MSS of 729.5 High: PSAT 9 MSS of 443.7, PSAT 10 MSS of 462.6, and SAT MSS of 485.2

*MSS represents the mean (average) scale score of students

Three of eleven targets were met, two for literacy and one for math. All three targets met were at the high school level. No targets were met at the elementary and middle school levels.

Academic Growth – CMAS/PSAT/SAT/ACCESS

Content Area	Prior Year Target by Level	2021-22 Performance
Literacy	Elementary: Increase to 52nd percentile Middle: Increase to 52nd percentile High: Increase to 50th percentile	Elementary: 53rd percentile Middle: 47th percentile High: 50th percentile
Math	Elementary: Increase to 55th percentile Middle: Increase to 54th percentile High: Increase to 54th percentile	Elementary: 57th percentile Middle: 50th percentile High: 52nd percentile
ACCESS (English language acquisition for ELLs)	Elementary: Increase 55th percentile Middle: Increase to 55th percentile High: Increase to 55th percentile	Elementary: 52nd percentile Middle: 59th percentile High: 56th percentile

Five of nine targets were met. Two of three growth targets were met at the elementary and high school levels, while only one target was met at the middle school level.

Postsecondary & Workforce Readiness

Measure	Prior Year Target by Level	2021-22 Performance
Four-year Graduation Rate	Increase to 83.8%	80.5%
Dropout Rate	Decrease to 2.0%	2.4%
Matriculation Rate	Increase to 57.5%	56.3%

None of the three targets were met.

Overall, the district made more empirical progress on growth targets than either achievement or postsecondary and workforce readiness targets. Realistically, this was not a surprise given that the pandemic and subsequent recovery efforts proved to have a more adverse effect on the latter two indicators than growth. Growth was measured normatively, and given the decline of achievement scores at the State level, our growth was above average in almost every measure, though those outcomes didn't match our targets in all cases. The school level that lagged achievement and growth targets the most was middle school. It should be noted, however, that while the 2021-22 school year was a more normal year in terms of in-person schooling, schools throughout the district still had to deal with decreased student and staff attendance due to quarantine requirements from local public health agencies.

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

Adams 12 will continue to implement the three major improvement strategies initiated during the 2021-22 school year. Those improvement strategies include

Provide inclusive learning environments where each student has positive, nurturing relationships with adults and peers;

Prioritize and maximize structures for adult collaboration to plan for intentional, data-driven learning that ensures equitable access to grade level standards for each student; and

Apply and integrate formative practices to empower each student to own their own learning.

However, a number of new action steps have been added for the 2022-23 school year to address some of the missed targets and declining data trends, particularly at the middle school level. The new action steps will be outlined in much greater detail later in this plan. The action steps that are likely to yield the greatest impact include

Implementation of Benchmark Advance 2022, a scientifically and evidence-based reading resource, for students in grades K-5;

Improvements to the implementation of social emotional programming and interventions for students based on student-level data;

Implementation of the Instructional Leadership Team (ILT) structure at the middle school level to focus school efforts aligned to the district major improvement strategies; and

Enhancement of the Academic Team structure to engage schools directly in a walkthrough protocol to progress monitor district improvement efforts.

Current Performance

- Due to the cancellation of state testing in the spring of 2020 and the limited state testing in the spring of 2021, most data comparisons and trend data will compare pre-pandemic performance from the spring of 2019 to spring performance in 2022. Other trend statements are listed based upon three or more years of data (where available), and will be listed in the notable trend section.

Overall DPF Performance

The performance of Adams 12 overall declined from 61.9% of DPF points earned in 2019 to 57.6% of DPF points earned in 2022. The percentage of DPF points earned in 2022 to decreased by 4.6% in academic achievement, 2.1% in academic growth, and 6.8% in postsecondary and workforce readiness. More specific information about each indicator follows.

Academic Achievement

On the 2022 DPF, the District obtained the rating, *Approaching*, with 52.1% of DPF points indicating State expectations were not met overall. Each school level (elementary, middle school and high school) earned *Approaching* ratings as well, with the middle school level earning the lowest percentage of points of the three levels at 43.8%.

Academic Growth

On the 2022 DPF, the District obtained the rating, *Meets*, with 66.1% of DPF points indicating State expectations were met overall. Both the elementary and high school levels earned *Meets* ratings as well; however, the middle school level earned an *Approaching* rating with only 59.8% of the DPF points.

Postsecondary & Workforce Readiness Data Pre-pandemic

On the 2022 DPF, the District obtained the rating, *Approaching*, indicating that State expectations were not met overall; however, postsecondary and workforce readiness data have shown the most consistent positive trends in Adams 12 over the last decade, and as such, are of lesser priority to academic achievement and academic growth.

Trend Analysis

Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

From 2019 to 2022, the CMAS ELA Mean Scale Score (MSS) declined 3.2 points at the elementary level and 5.8 points at the middle school level.

Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

From 2019 to 2022, the percentage of students scoring below the significant reading deficiency (SRD) benchmark in the spring has increased at least between 1-2% at each grade level, K-3; however, the 2022 SRD percentage for each grade is lower than it was in 2021.

Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

From 2019 to 2022, the 9th and 10th grade PSAT Math MSS for ELL students and FRL students declined by at least 10 scale score points each.

Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

From 2019 to 2022, the 9th and 10th grade PSAT Math MSS declined by 3.6 scale score points.

Trend Direction: Increasing

Performance Indicator Target: Academic Achievement (Status)

From 2019 to 2022, the 9th and 10th grade PSAT EBRW MSS increased by 9.6 scale score points.

Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

From 2019 to 2022, the CMAS Math MSS declined 2.1 points at the elementary level and 6.6 points at the middle school level.

Trend Direction: Increasing
Performance Indicator Target: Academic Growth

From 2019 to 2022, the CMAS ELA median growth percentile (MGP) for students at the elementary level increased 2 percentile points and remained above state expectations.

Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

From 2019 to 2022, all student subgroups showed declines in MGP on PSAT/SAT Math.

Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

From 2019 to 2022, the PSAT/SAT Math MGP declined 2 percentile points but still exceeded state expectations.

Trend Direction: Increasing
Performance Indicator Target: Academic Growth

From 2019 to 2022, all student subgroups showed increases in MGP on PSAT/SAT EBRW.

Trend Direction: Increasing
Performance Indicator Target: Academic Growth

From 2019 to 2022, the PSAT/SAT EBRW MGP for students increased by two percentile points and is now above state expectations.

Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

From 2019 to 2022, all student subgroups at both the elementary and middle school levels showed declines in MGP on CMAS Math.

Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

From 2019 to 2022, the CMAS Math MGP for students at the middle school level declined 4 percentile points but still met state expectations.

Trend Direction: Stable

Performance Indicator Target: Academic Growth

From 2019 to 2022, the CMAS Math MGP for students at the elementary level remained stable and well above state expectations.

Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

From 2019 to 2022, all student subgroups at both the elementary and middle school levels showed declines in MGP on CMAS ELA, with declines at the middle school level being particularly pronounced.

Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

From 2019 to 2022, the CMAS ELA MGP for students at the middle school level declined 4 percentile points and fell below state expectations.

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

The overall four-year graduation rate has decreased by 2.8% between 2019 and 2021 (2022 data not available until January 2023).

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

The average SAT EBRW scale score increased by 6.8 points from 2019 to 2022.

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

From 2019 to 2021, the dropout rate for ELLs has increased 2.5% and for FRL students has decreased 0.7% (2022 data not available until January 2023).

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

The overall dropout rate has increased 0.3% from 2019 to 2021 (2022 data not available until January 2023).

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

From 2019 to 2021, the four-year graduation rate for ELLs has decreased 8.9% and for FRL students has decreased 4.9% (2022 data not available until January 2023).

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

From 2019 to 2022, MGPs for ACCESS at all school levels continue to meet or exceed the state expectation of the 50th percentile.

Trend Direction: Decreasing
Performance Indicator Target: Disaggregated Achievement

From 2019 to 2022, all student subgroups at both the elementary and middle school levels showed declines in MSS, with ELLs and FRL students showing the most significant declines.

Trend Direction: Decreasing
Performance Indicator Target: Disaggregated Achievement

From 2019 to 2022, all student subgroups at both the elementary and middle school levels showed declines in MSS, with ELLs and FRL students showing the most significant declines.

Additional Trend Information:

Pandemic Notable Non-academic Data Trends

- Panorama Student Survey Data
  - From 2021 to 2022, the percentage of favorable student responses declined for each of the four domains on the school supports and environment survey: school climate, school safety, sense of belonging, and teacher-student relationships.
- Attendance Data
  - The attendance rate declined from 92.5% in 2018-19 to 90.5% in 2020-21 (data not yet available for 2021-22).
  - The percentage of students chronically absent (defined as missing 10% or more of school days) increased from 25.5% in 2018-19 to 26.8% in 2020-21 (data not yet available for 2021-22).

Student Course Taking Analysis
After obtaining the Student Course participation reports produced by the Colorado Department of Education in English, math, and science, the data were examined by School Effectiveness and Accountability staff to look for themes and outliers. The data for each content area were disaggregated by four groups: minority, free/reduced lunch, gifted and talented, and English learners. Where data were reportable (16 or more students in the disaggregated group) few significant disparities of over 20% were observed in terms of the percentage of student in remedial classes as opposed to general education classes; however, students receiving free/reduced lunch did exceed

the 20% threshold in some math and English courses. Further, many AP classes show disproportionate percentages of non-impacted students enrolled; however, one of our highly impacted schools offers few AP courses, which could skew the proportionality data to a degree. The general conclusion was that these discrepancies deserve continued monitoring as more years of data become available and district initiatives targeting equity and inclusiveness are implemented in the coming years, but they do not rise to the level of a priority performance challenge.

Support for Schools on the Accountability Clock

Eleven schools received either a priority performance rating or a turnaround rating in 2022, an increase of 10 schools compared to 2019: eight elementary schools, two middle schools and one high school. The elementary schools are receiving ongoing support from a variety of sources including their district executive director, who visits the school regularly to monitor the school's UIP and walk classrooms to evaluate instruction. Other Learning Services staff in literacy, math and professional development engage with school leaders and instructional staff to help plan and develop improvement efforts.   The majority of these elementary schools engage with our CDE turnaround liaison, Nicole Monet, to provide services including diagnostic visits and planning using the CDE progress monitoring tool. The middle schools are being supported by a new school executive director who has experience as a principal who worked with the CDE turnaround network. He is actively engaging with those schools to utilize the progress monitoring tool, engage Learning Services staff to support instructional improvement efforts, and support school leaders in gauging the alignment of their efforts to their interim assessments and progress monitoring tools. The high school is being supported by its school executive director as well as instructional Learning Services staff with a focus on sound instruction, strengthening the PLC structure of the school and engaging students to promote student retention and graduation.

Gifted Education

Given the decline in the percentage of students scoring at the exceeds level compared to 2019, GT students have also shown declines in achievement and growth compared to prior years, though those declines have been less severe than for the student population as a whole. To provided more targeted support of GT students in schools, the Advanced Academic & Gifted Services (AAGS) Department has hired a number of gifted advocates to work directly with school staff around programming and instructional strategies to better serve GT students to meet their academic and social emotional needs.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Overall Achievement

The percentage of students meeting or exceeding expectations at the elementary level, and especially the middle school level, on the CMAS ELA and Math assessments declined from 2019 to 2022.

Root Cause: Creating a Supportive Learning Environment

Educators in our system found it challenging to balance the need to develop relationships with and engage learners to create an environment supportive of learning while still holding students to high expectations aligned to existing grade level standards.

Root Cause: Collaborate to Deliver Data-Driven Instruction

Teachers as well as administrators at the school and district levels struggled to re-engage in collaborative planning, data analysis, and reflection structures and processes to maximize student learning, which was exacerbated by pandemic-related staffing shortages.

Root Cause: Implement Formative Assessment Practices

At the elementary and middle school levels, teachers had difficulty applying formative assessment practices to understand whether students were achieving learning targets and success criteria, designing meaningful ways to elicit evidence of learning, and providing effective feedback to empower students to become owners of their learning. At the high school level, professional development had just begun related to formative assessment practices and had not been rolled out at the school-level to all high school staff.

Priority Performance Challenge: Disaggregated Achievement

The average scale score of students in the following groups declined more from 2019 to 2022 than the overall student population on both the CMAS ELA and Math assessments: students receiving free/reduced lunch and English language learners.

Root Cause: Creating a Supportive Learning Environment

Educators in our system found it challenging to balance the need to develop relationships with and engage learners to create an environment supportive of learning while still holding students to high expectations aligned to existing grade level standards.

Root Cause: Collaborate to Deliver Data-Driven Instruction

Teachers as well as administrators at the school and district levels struggled to re-engage in collaborative planning, data analysis, and reflection structures and processes to maximize student learning, which was exacerbated by pandemic-related staffing shortages.

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Priority Performance Challenge: Overall Academic Growth

The average growth of students on CMAS at the middle school level declined in two of three grade levels and fell below State expectations as well.

Root Cause: Creating a Supportive Learning Environment

Educators in our system found it challenging to balance the need to develop relationships with and engage learners to create an environment supportive of learning while still holding students to high expectations aligned to existing grade level standards.

Root Cause: Collaborate to Deliver Data-Driven Instruction

Teachers as well as administrators at the school and district levels struggled to re-engage in collaborative planning, data analysis, and reflection structures and processes to maximize student learning, which was exacerbated by pandemic-related staffing shortages.

Root Cause: Implement Formative Assessment Practices

At the elementary and middle school levels, teachers had difficulty applying formative assessment practices to understand whether students were achieving learning targets and success criteria, designing meaningful ways to elicit evidence of learning, and providing effective feedback to empower students to become owners of their learning. At the high school level, professional development had just begun related to formative assessment practices and had not been rolled out at the school-level to all high school staff.

Priority Performance Challenge: Four-Year Graduation Rate

The district's four year graduation rate has declined from 83.3% in 2019 to 80.5% in 2021 (data for the graduating class of 2022 is not yet available).

Root Cause: Creating a Supportive Learning Environment

Educators in our system found it challenging to balance the need to develop relationships with and engage learners to create an environment supportive of learning while still holding students to high expectations aligned to existing grade level standards.

Root Cause: Collaborate to Deliver Data-Driven Instruction

Teachers as well as administrators at the school and district levels struggled to re-engage in collaborative planning, data analysis, and reflection structures and processes to maximize student learning, which was exacerbated by pandemic-related staffing shortages.

Root Cause: Implement Formative Assessment Practices

At the elementary and middle school levels, teachers had difficulty applying formative assessment practices to understand whether students were achieving learning targets and success criteria, designing meaningful ways to elicit evidence of learning, and providing effective feedback to empower students to become owners of their learning. At the high school level, professional development had just begun related to formative assessment practices and had not been rolled out at the school-level to all high school staff.

Magnitude of Performance Challenges and Rationale for Selection:

Rationale for Choice of Priority Performance Challenges

The 2021-22 school year was a transition back to a more "normal" school year; however, given the academic, behavioral, and social emotional struggles students experienced, a return to typical schooling took a considerable amount of time, realistically through February of 2022. The focus of work in the 2022-23 and 2023-24 school years will be to use the momentum gained over the course of the 2021-22 school year and continue to prioritize effective collaboration, planning and both universal and targeted instruction to reverse the negative trends evident since the start of the pandemic.

Given the impact of the pandemic and the somewhat disjointed return to in-person instruction during the 2021-22 school year on the achievement and growth of students, including GT students, a specific priority performance challenge was not delineated for GT students. The action steps to address the needs of GT students have been incorporated into the major improvement strategies aimed to increase overall achievement and growth.

Magnitude of Root Causes and Rationale for Selection:

Given the transition back to more typical in-person instruction and general decline in achievement and, to a much lesser extent, growth across all content areas, the following root causes have been identified.

- Educators in our system found it challenging to balance the need to develop relationships with and engage learners to create an environment supportive of learning while still holding students to high expectations aligned to existing grade level standards.
- Teachers as well as administrators at the school and district levels struggled to re-engage in collaborative planning, data analysis, and reflection structures and processes to maximize student learning, which was exacerbated by pandemic-related staffing shortages.
- At the elementary and middle school levels, teachers had difficulty applying formative assessment practices to understand whether students were achieving learning targets and success criteria, designing meaningful ways to elicit evidence of learning, and providing effective feedback to empower students to become owners of their learning. At the high school level, professional development had just begun related to formative assessment practices and had not been rolled out at the school-level to all high school staff.

These root causes were verified through ongoing conversations with teachers, school leaders and district leaders. Additionally, observations of classroom practices throughout the year revealed similar needs. Lastly, a variety of district non-academic data including survey results, failure rates, attendance data, and anecdotal information regarding ongoing struggles related to student engagement pointed to the root causes outlined above.

Action Plans

Planning Form

Formative Assessment Practices

What will success look like: Adams 12 will address existing achievement/growth gaps and accelerate learning by applying and integrating formative practices to empower each student to own their own learning.

Describe the research/evidence base supporting the strategy and why it is a good fit: There is a large body of research evidence from researcher such as Dylan Wiliam, Paul Black, John Hattie, Shirley Clarke, Susan Brookhart, and Connie Moss that principles of formative assessment practices including sharing learning intentions and success criteria, eliciting evidence of learning on a real time basis in the classroom every day, providing feedback that move learners forward, students owning their learning, and peers as resources for one another can nearly double the speed at which students learn. This strategy also synergizes with the other two major improvement strategies.

Associated Root Causes:

Implement Formative Assessment Practices:

At the elementary and middle school levels, teachers had difficulty applying formative assessment practices to understand whether students were achieving learning targets and success criteria, designing meaningful ways to elicit evidence of learning, and providing effective feedback to empower students to become owners of their learning. At the high school level, professional development had just begun related to formative assessment practices and had not been rolled out at the school-level to all high school staff.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
High School ILT	Fall 2022-Fall 2023: Five professional development sessions are held: September, October, November, February, and March. 80%+ of survey respondents after each session will report favorably about session content and understanding School administrators will report school PD process and implementation of strategies in January and June. ED of Assessment will engage in school walkthroughs with administrators using established success criteria once each semester at all schools to create a summary of implementation.	08/16/2022 10/30/2023 Quarterly	Executive Director of Assessment, High School Content Coordinators	

Content Area Training	Fall 2022-Spring 2023: Facilitation of professional learning sessions during Early Release days and ongoing professional development with instructional leaders from schools with summary of effectiveness provided by each Learning Services Director in January and June. Fall 2022-Spring 2023: School EDs will evaluate implementation of formative practices in each school in January and June using established formative practices success criteria.	08/16/2022 05/25/2023 Monthly		Learning Services Directors and Content Coordinators
Instructional Playbook	Fall 2022-Spring 2023: Monthly professional learning sessions 85%+ of survey respondents after each session will report favorably about session content and understanding All coaches bring tangible evidence of application in their school Fall and spring observational visits to gauge impact of professional learning	08/16/2022 05/25/2023 Monthly		Executive Director of Curriculum & Instruction, Learning Services Directors and Content Coordinators

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
High School ILT	Create and implement professional development for high school Instructional Leadership Teams (ILTs) around formative instructional practice in alignment with the research of Wiliam, Clarke , Moss, Brookhart, and Hattie.	08/16/2022 10/30/2023	Approximately $80,000 out of school leadership funds	Executive Director of Assessment, High School Content Coordinators	
Content Area Training	Engage teachers in all content areas in learning and application specific to formative practices/strategies for supporting students in owning their own learning.	08/16/2022 05/25/2023	N/A	Learning Services Directors and Content Coordinators	
	Continue to deepen the professional learning, coaching and access to the Adams 12 Instructional Playbook to all instructional			Executive Director of Curriculum & Instruction,	

		08/16/2022 05/25/2023	N/A	Learning Services Directors and Content Coordinators
Instructional Playbook	coaches related to the Formative Practices component of the instructional playbook in alignment with the research of Wiliam, Clarke , Moss, Brookhart, and Hattie.			

Inclusive Learning Environments

What will success look like: Adams 12 will address existing achievement/growth gaps and accelerate learning by providing inclusive learning environments where each student has positive, nurturing relationships with adults and peers.

Describe the research/evidence base supporting the strategy and why it is a good fit: Coming out of the pandemic where instructional models shifted frequently and lack of student engagement was rampant, reestablishing nurturing learning environments where students have positive relationships with peers an adults if of paramount importance to set the stage for learning. Based on the research of Uncommon Schools and Leverage Leadership, building a culture of trust is one of the most powerful strategies a district and schools can focus upon to improve both affective and academic outcomes for students.

Associated Root Causes:

Creating a Supportive Learning Environment:
Educators in our system found it challenging to balance the need to develop relationships with and engage learners to create an environment supportive of learning while still holding students to high expectations aligned to existing grade level standards.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Learning Environment Success Criteria	Fall 2022-Spring 2023: LS Staff use look fors to gather data about inclusive learning environments in schools. 75% of classrooms are determined to meet the look fors established.	08/16/2022 05/25/2023 Monthly	Learning Services Leadership, SEL/mental Health Team	

SEL Framework	Fall 2022-Spring 2024: Conduct evaluation of the implementation of the SEL framework as shown by schools scoring 80%+ on the TFI	08/16/2022 05/23/2024	SEL/Mental Health Team, School SEL Specialists
Panorama Survey Use	August 2022: Initial introduction to Panorama Student Success for all Social Emotional Learning Specialists, School Counselors, and SSS Mental health Providers provided by the District SEL/MH team. Establish Panorama Assessment Coordinators to guide the school in administration and response to the Panorama Student Survey. September - November 2022: Implement a variety of professional learning sessions for school SEL/MH teams to view and analyze individual student data from Panorama Student Survey with a focus on how to leverage that data as part of a body of evidence to design, create and implement a whole school action plan based on school aggregate data plus targeted and intensive intervention for students. Provide professional learning for Principals on how to navigate and support school SEL/MH teams as they administer and use Panorama student survey data.	08/16/2022 05/25/2023 Quarterly	SEL/Mental health Team and Executive Director of Assessment
Motivational Interviewing	Fall 2022-Spring 2023 Monthly ERD sessions: 85%+ of survey respondents after each session will report favorably about session content and understanding Anecdotal information from counselors about impact of training on practice	08/16/2022 05/25/2023 Monthly	SEL/Mental Health Team, School Counselors, Social Emotional Learning Specialists, Psychs and Social Workers
Equity and Inclusion	Fall 2022-Spring 2024: Create and utilize feedback form to gather self-assessment data on personal growth cultural sustaining practices: 70% of survey respondents will respond favorably	08/16/2022 05/23/2024 Quarterly	Executive Director of Equity and Engagement, Equity and Engagement Coordinator
	Fall 2022-Spring 2023: Monthly professional learning: 85%+ of survey respondents after each session will report favorably about session content and understanding All coaches bring tangible	08/16/2022 05/25/2023	Director of Professional Learning, Director of Literacy, Learning Sevices

Instructional Playbook	evidence of application in their school Fall and spring observational visits to gauge impact of professional learning	Quarterly	Coordinators
Secondary Affective Needs Conituum	Fall 2022: Create and utilize a middle school Autism Program Environment Rating Scale and Affective Needs Quality indicators to identify individual program strengths and areas for growth in the identified middle school. Middle and High school administrators will review the quality indicators for Affective Needs programming and Autism programs with the district Behavior Specialist and Assistant Director. By March 2023, action plans for individual schools will be documented that identify the gaps that need to be closed to have a consistent continuum of services in secondary social/emotional services. By May 2023, communication feedback loops on individual school action plans will be fully implemented, creating consistent understanding of expectations in implementing the SES program Fall 2022-Spring 2023: 7 professional development sessions are held with current middle school Social Emotional Services teachers and behavior specialists in September. October, November, January, February, March and April to implement data collection systems, review and implement entrance and exit criteria, understand and implement curricular options for students on the autism spectrum and students with emotional disabilities, define the students served and the continuum of services offered. Fall 2022-Spring 2023: Based on the work to date, create a clear, coherent definition of secondary Affective Needs and Autism programming, including student demographic and disability-related information In the 2022-2023 school year, specific schools will participate in the action planning and implementation processes with the district Behavior Specialist and Assistant Director to determine goals and action steps. Programmatic options based on individual student needs will be communicated to administrators in Middle and HIgh school. SES	08/16/2022 10/30/2023 Quarterly	Assistant Director, behavior specialists, Social/Emotional Services Teachers

teachers will understand the various programmatic options and begin implementing programming models based on individual students needs. Winter 2023 Create and communicate a document that includes aligned programmatic models between elementary and middle schools as well as collective understanding of level-specific similarities and differences to support appropriate transitions for students moving into the middle level Affective Needs/Autism program Spring 2023 Feedback loops regarding the implementation of the Affective Needs/Autism quality indicator rubric will be finalized by May 2023 and documented. Revisions for the Affective Needs Rubric/Autism Program Environment Rating Scale will be documented and communicated to 6-8 Teachers by August 2023. Fall 2023 Identify and purchase resources, aligned to the data/ programmatic expectations as well as Tier 1 and Tier 2 SEL resources identify and understand the current curricular resources that are available and what additional resources are needed in order to provide high quality Social/Emotional instruction to students on the Autism Spectrum and with Emotional/Behavioral needs

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Learning Environment Success Criteria	Develop a common definition, look fors and purpose for inclusive learning environments, K-12, based on the research of Hattie, Fisher, Frey, and Hammond that support both inclusivity and rigor.	08/16/2022 05/25/2023	N/A	Learning Services Leadership, SEL/mental Health Team	
	Create and implement professional learning for social emotional learning specialists on implementation of the schoolwide SEL framework (based on PBIS and Safe and Civil classrooms by	08/16/2022	N/A	SEL/Mental Health Team, School SEL	

SEL Framework	Randy Sprick) and coaching teachers in creating positive classrooms (based on Jim Knight's High Impact instruction).	05/23/2024		Specialists
Panorama Survey Use	Provide professional learning for school SEL/MH teams (as part of the MTSS process) to support administration and how to use the Panorama Student Survey to build a continuum of supports at each school.	08/16/2022 05/25/2023	$40,000 General fund	SEL/Mental health Team and Executive Director of Assessment
Motivational Interviewing	Create and implement professional learning for school counselors/SELS/MH providers on implementation of motivational interviewing skills which utilizes a relationship/empathy driven approach to drive student change in behaviors.	08/16/2022 05/25/2023	School Counselors Corps Grant $8500	SEL/Mental Health Team, School Counselors, Social Emotional Learning Specialists, Psychs and Social Workers
Equity and Inclusion	Develop common language for inclusion, equity and excellence to accelerate personal and professional growth in order to grow our culturally sustaining practices based on the research of Gary Howard and The Deep Equity Framework.	08/16/2022 05/23/2024	$81,200 General Fund	Executive Director of Equity and Engagement, Equity and Engagement Coordinator
Instructional Playbook	Continue to deepen the professional learning, coaching, and access to the Adams 12 Instructional Playbook to all instructional coaches and social emotional learning specialists related to the SEL components of the instructional playbook including leverage practices in Jim Knight's High Impact Instruction: Learner Friendly Culture, Expectations, Power With, Not Power Over, and Witness the Good.	08/16/2022 05/25/2023	N/A	Director of Professional Learning, Director of Literacy, Learning Sevices Coordinators
	Create and implement a clear and coherent continuum of Affective			

| Secondary Affective Needs Continuum | Needs and Autism at the secondary level with a clearly identified entrance and exit criteria, data collection practices, consistent expectations across all buildings, and school wide professional development in order to ensure students are receiving high quality instruction in an inclusive learning environment within their least restrictive environment. | 08/16/2022 10/30/2023 | N/A | Assistant Director, behavior specialists, Social/Emotional Services Teachers |

Collaboration and Planning for Data-Driven Instruction

What will success look like: Adams 12 will address existing achievement/growth gaps and accelerate learning by prioritizing and maximizing structures for adult collaboration to plan for intentional, data-driven learning that ensures equitable access to grade level standards for each student.

Describe the research/evidence base supporting the strategy and why it is a good fit: A large body of evidence supports the use of collaborative structures to collaboratively plan and analyze data to improve instruction. CDE has identified this strategy as effective with a great deal of detailed information to be found at https://www.cde.state.co.us/uip/strategyguide-datadriven.

Associated Root Causes:

Collaborate to Deliver Data-Driven Instruction:
Teachers as well as administrators at the school and district levels struggled to re-engage in collaborative planning, data analysis, and reflection structures and processes to maximize student learning, which was exacerbated by pandemic-related staffing shortages.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	May 2022: Initial (virtual) introduction to Benchmark Advance 2022 for all K-5 educators provided by Benchmark partners. June 2022: Half-day Literacy Leadership Session (in person) for elementary and K-8 building leaders and coaches focused on implementation with integrity and managing change within each building and across the district. July 2022: Half-day Literacy			

Benchmark Advance PD

Leadership Session (in person) for elementary and K-8 building leaders and coaches provided by Benchmark partners. The focus of this session will be a preview to educator learning in August as well as a deeper dive into the physical resources. 80% of leaders will report favorably about the content and understanding of the material. 80% of leaders will report favorably about their increased efficacy in leading the initial implementation in their buildings. August 2022: Grade level specific professional learning (virtual) provided by Benchmark for all classroom educators and building leaders, k-5. Establish team leads for each grade level to be the voice of the school team during the virtual session. Create a team lead facilitator guide to be shared with team leads to support grade level conversations and manage questions in the virtual setting. District Literacy Team collaborates with Benchmark to customize the presentations to ensure they reflect common language and messaging from AD12. 80% of educators will respond favorably to the content of each session. 80% of educators will report increased confidence in implementing the first unit (Launch). Grade level teams will engage in supported and collaborative planning for unit 1 following their session with Benchmark. Fall 2022-Spring 2023: Monthly professional learning sessions for school based ILTs with an expectation that the learning will be facilitated with all staff on either the 2nd or 3rd Wednesday of each month. 85%+ of survey respondents after each session will report favorably about session content and understanding Fall 2022-Spring 2023: Monthly professional learning provided during ES Instructional Coach meetings to support implementation and application of evidence and scientifically based reading instruction. 85% of instructional coaches will respond favorably about the content and application of their learning. Fall 2022-Spring 2023: Learning walks, conducted by members of Learning Services and Elementary

05/02/2022
05/25/2023
Monthly

Director of Literacy Executive Director of C&I Director of Professional Learning Elementary Literacy Coordinators Executive Directors of ES and K-8s

	Executive Directors to monitor implementation of the core reading resource across each elementary and K-8 school.		
Purchase Benchmark Advance	May, 2022: Meet with the Instructional Materials Center and Benchmark to determine a process and timeline for materials ordering, processing and delivering. June 2022: Collaborate with the IMC to create and train teams of AD12 staff to process all of the instructional materials identified as necessary for professional learning and initial instruction at each school site. Meet weekly to review delivery schedules, solve any challenges and discuss information gained from weekly calls with Benchmark. Collaborate with the IMC to create a checklist for quality control of the processing project. This includes assurances that invoices are reviewed and sent to the Accounting Manager in a timely fashion. July, 2022-August, 2022: Teams will follow the outlined schedule to ensure that all materials are accurately and efficiently processed by August 9th and August 15th, respectively. September 2022: All classrooms, k-5, will have their complete set of physical materials and will have access to the digital platform.	06/06/2022 10/03/2022	Chief Academic Officer Chief IT Officer Executive Director of C&I Director of Literacy Purchasing Department IMC Supervisor Account Manager
District Academic Teams	Fall 2022-Spring 2024: TBD based on work accomplished in the 2021-22 school year and needs to start the 2022-2023 school year. Begin to collect data regarding all three major improvement strategies using the success criteria collectively identified	08/16/2022 05/23/2024 Monthly	CAO All LS Executive Directors All LS Directors ALL LS Content Coordinators
Lesson Study	August/September, 2022: ELA Coordinators reach out to school teams to determine desire and/or need for lesson study and/or collaborative planning. ELA Coordinators engage with instructional coaches and/or teacher leaders to begin co-planning for building based professional learning. Fall 2022: Teacher teams make commitments, begin collaborative processes. Fall, 2022-Spring, 2023: Process will begin. Teacher teams will collaborate and reflect on the process. Final lesson study samples	08/16/2022 05/25/2023	Director of Literacy HS ELA Coordinator MS ELA Coordinator HS and MS Instructional Coaches Secondary Teacher Leaders (Instructional Leaders)

resources completed by all teams. 80% of respondents provide positive feedback regarding the effectiveness of the lesson study and/or collaborative planning process.

Equitable Access	Fall 2022-Spring 2023: Create an operational definition of "equitable access to grade level standards for each student". Review Professional Development offerings to identify additional opportunities to embed high leverage strategies for serving highly impacted students, reflective of the District equity review.	08/16/2022 05/25/2023	ED of DEI, ED of C&I, ED of PD, Director of Counseling, Director of MTSS, and Content Coordinators, SEI Leadership
Interventionist PD	Fall 2022-Spring 2024: All interventionists will participate in monthly professional learning sessions on the 3rd Wednesday of each month, beginning in September and concluding in May. In addition, all interventionists will participate in a week-long professional learning session at the beginning of each school year. 90% of interventionists will report favorably about the content knowledge and understanding they are studying (either math or reading) following each monthly professional learning session. 90% of interventionists will report favorably about the content agnostic knowledge and understanding, including data analysis, response to intervention techniques and collaboration. Application of evidence and research based practices during intervention groups will be monitored by the elementary reading and math coordinators through observation and feedback cycles. This information will be used to guide and inform professional learning sessions. Student reading and math data will be formally collected at mid-year and end-of year and informally, at least quarterly. This data will measure the impact of professional learning on student growth in reading and math.	08/16/2022 05/23/2024 Monthly	Director of Literacy Elementary Literacy Coordinator Math Content Coordinator
	Fall 2022-Spring 2024: Professional development sessions are held for teachers: August, September, October, January, February, March for new teachers 80% of new teachers will		

Math PD	respond favorably about session content and understanding Fall 2022-Spring 2024: Professional Learning sessions will be held five times per year to build understanding on effective math instruction with standing committee, elementary and middle school coaches 85% of respondents will respond favorably to content and understanding	08/16/2022 05/23/2024 Quarterly	Math Content Coordinators, Executive Director of Curriculum and Instruction
Gifted & Talneted	Fall 2022-Spring 2024: Professional learning sessions are held for Gifted and Talented Advocates (GTAs) monthly and for Gifted and Talented Coordinator (GTCs) quarterly. 80% of GTAs in Tiers 2 and 3 will respond favorably about session content and understanding 80% of GTAs in Tiers 2 and 3 will report school action plans aligned to NAGC standards, school UIP, and professional learning Fall 2022-Spring 2024: Gifted program support sessions are held with administrators quarterly. 80% of Principals in Tiers 1, 2 and 3 will report their school action plans aligned to NAGC standards, school UIP, and professional learning	08/16/2022 05/23/2024 Monthly	Advanced Academic & Gifted Services Team
Instructional Playbook	Monthly professional learning sessions 85%+ of survey respondents after each session will report favorably about session content and understanding All coaches bring tangible evidence of application in their school including differentiation of instruction for gifted learners, English language learners, and students with IEPs. Fall and spring observational visits to gauge impact of professional learning	08/16/2022 05/25/2023 Monthly	Director of Professional Learning Director of Literacy Director of AAGS Director of SSS
Elementary and Middle School ILT	Monthly professional learning sessions 85%+ of survey respondents after each session will report favorably about session content and understanding	08/16/2022 05/25/2023 Monthly	Executive Director of curriculum and Instruction Executive Director of Assessment and Accountability Director of Professional Learning Director of Literacy Director of AAGS Director of SSS Content Coordinators

Data Driven Instruction	One professional session each semester 85%+ of survey respondents after each session will report favorably about session content and understanding	08/16/2022 05/23/2024	Director of Professional Learning
Principal Cohort	Fall 2022-Spring 2024 85%+ of survey respondents after each session will report favorably about session content and understanding	08/16/2022 05/23/2024 Quarterly	Executive Directors Directors C & I Coordinators
Work-based Learning	Fall 2022-Spring 2023 Monthly ERD sessions Review annual measure of students participating in WBL by program to identify potential areas of opportunity (exceed state expectation of 8%) Set annual program goals and targets for implementing work-based learning in the "Learning through Work" and "Learning at Work" parts of the WBL continuum Fall 2023-2024: Monthly ERD sessions Review annual measure of students participating in WBL (exceed state expectation of 10%) by program to identify potential areas of opportunity Set annual program goals and targets for implementing work-based learning in the "Learning through Work" and "Learning at Work" parts of the WBL continuum.	08/16/2022 05/23/2024 Quarterly	CTE Administrators, Adams/Broomfield County Data Analysts, teachers, community partners, CTE Teachers
Counselor PD	Fall 2022: Complete Annual Admin Agreement and ASCA Closing the Gap Action Plan, including Student Outcome Goal Setting Fall 2022-Spring 2023: Monthly ERD sessions: 85%+ of survey respondents after each session will report favorably about session content and understanding Review of outcome data at monthly ERDs for trends and patterns based on data applicable to school UIP/goals (e.g. attendance, achievement, behavior, needs assessment, etc.)	08/16/2022 05/25/2023 Monthly	School Counselors, Director of Counseling
	Fall 2022-Spring 2024: Deliver four professional learning trainings per school year (7.5 contact hours/day) for all ELD teachers K-12		

ELD Teacher PD	in areas of using ACCESS and benchmark assessment data to drive intentional lesson planning 80% of teachers will respond on their reflection that they feel confident or highly confident in their ability to incorporate data driven, intentional instruction into their everyday practice	08/16/2022 05/23/2024 Quarterly	CLDE Director,CLDE Coordinator, Executive Director of Curriculum and Instruction
CLDE Essentials	Fall 2022-Spring 2024: Each semester at least 80% of observations will show that sheltering practices are evident or highly evident in the classroom Fall 2022-Spring 2024: Each semester 80% of teachers will respond in their reflection that they are confident or highly confident in their ability to implement sheltered strategies for their MLs.	08/16/2022 05/23/2024	Executive Directors of Schools, CLDE Director, Executive Directors of Curriculum and Instruction,CLDECoordinators, Director of Professional Learning
SSS Literacy PD	Fall 2022: Schools will assess, identify, and provide appropriate instruction utilizing Board of Education approved resources for addressing basic reading skills deficits 80% of staff utilizing the specialized literacy resources will provide positive feedback on the professional development provided on the resources. Coordinators and instructional specialists will observe and provide feedback on specialized literacy instruction by December 2022. Spring 2023: Schools regularly progress monitor student growth for students who are receiving basic reading skills specialized instruction. Review of IEP progress reports by May 2023 by SSS Coordinators and Instructional Specialists	08/16/2022 05/25/2023 Quarterly	SSS Leadership Team, SSS Instructional Specialists, AD12 KID group, CAO, Director of Literacy, Literacy Coordinators
Adaptive Schools	One session Spring 2023 Each school team completes a self-assessment using a configuration map and then a plan of action for future improvement	03/06/2023 05/25/2023	Director of Professional Learning Director of Literacy
Diagnostic Assessment PD	Spring 2023: Orton-Gillingham Trainings provided for secondary providers At least 1 OG-trained provider in each building by May 2023 80% of OG participants provide positive feedback on their learning	03/06/2023 05/25/2023	Literacy Consultant (Lynn Kuhn), SSS Leadership, Learning Specialists, SLPs, SSN teachers

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Benchmark Advance PD	Provide whole system professional learning across all elementary and K-8 schools to support the implementation of the new, CDE approved core reading resource (Benchmark Advance 2022).	05/02/2022 05/25/2023	Gratis Days from Benchmark $5000. (from the Literacy Budget for Coaches time outside of contract)	Director of Literacy Executive Director of C&I Director of Professional Learning Elementary Literacy Coordinators Executive Directors of ES and K-8s	
Purchase Benchmark Advance	Engage in a collaborative process for purchasing all core reading resource materials for each classroom, k-5, across all elementary and k-8 schools.	06/06/2022 10/03/2022	$4,213,000 from General Fund	Chief Academic Officer Chief IT Officer Executive Director of C&I Director of Literacy Purchasing Department IMC Supervisor Account Manager	
District Academic Teams	Continue to implement monthly level-specific (elementary, K-8, middle and high) academic team meetings to evaluate current implementation of each of the three district major improvement strategies and develop just-in-time supports in collaboration with school principals for targeted/aligned support to the identified areas of greatest need.	08/16/2022 05/23/2024	N/A	CAO All LS Executive Directors All LS Directors ALL LS Content Coordinators	
Lesson Study	Engage grade-level teams of teachers in Lesson Study and/or collaborative planning days based on the Guaranteed and Viable curriculum.	08/16/2022 05/23/2024	N/A	Director of Literacy HS ELA Coordinator MS ELA Coordinator HS and MS Instructional Coaches Secondary Teacher Leaders (Instructional Leaders)	
	Align professional learning to embed evidence-based and			ED of DEI, ED of C&I, ED of PD, Director of Counseling,	

Equitable Access	research-informed practices for serving highly impacted students across all levels.	08/16/2022 05/25/2023	N/A	Director of MTSS, and Content Coordinators, SEI Leadership
Interventionist PD	Provide ongoing professional learning that is aligned to evidence and research based practices in reading and mathematics to all elementary academic and READ Act interventionists. In addition, provide feedback and coaching to each interventionist aligned to professional learning.	08/16/2022 05/23/2024	LETRS: $17, 275.50 (READ Budget) Math Recovery MSRP Kits $39,490.00 (5C Budget) Math Recovery Supplies $1967.80 (5C Budget)	Director of Literacy Elementary Literacy Coordinator Math Content Coordinator
Math PD	Provide ongoing professional learning that is aligned to planning and implementing evidence- and research based-practices in mathematics to school administrators and all math teachers.	08/16/2022 05/23/2024	N/A	Math Content Coordinators, Executive Director of Curriculum and Instruction
Gifted & Talented	Provide ongoing professional learning and support that is aligned to planning and implementing evidence- and research based-practices supporting gifted learners, and gifted program development to school administrators and gifted educators.	08/16/2022 05/23/2024	N/A	Advanced Academic & Gifted Services Team
Instructional Playbook	Continue to deepen the professional learning, coaching and access to the Adams 12 Instructional Playbook to all instructional coaches related to the Planning with Purpose, Instruction, and Differentiation components of the instructional playbook.	08/16/2022 05/25/2023	N/A	Director of Professional Learning Director of Literacy Director of AAGS Director of SSS
			Schools will pay	Executive Director of curriculum and Instruction

Elementary and Middle School ILT	Provide ongoing professional learning to the Instructional Leadership Team at elementary and middle school levels to enhance their understanding and application of prioritizing and maximizing structures for adult collaboration to plan for intentional, data-driven learning that ensures equitable access to grade level standards for each student.	08/16/2022 05/25/2023	their ILT members a minimum of $800 per person from school leadership funds.	Executive Director of Assessment and Accountability Director of Professional Learning Director of Literacy Director of AAGS Director of SSS Content Coordinators
Data Driven Instruction	Provide Data Driven Instruction professional learning opportunities for educators to attend.	08/16/2022 05/23/2024	N/A	Director of Professional Learning
Principal Cohort	Leverage the principal learning cohort to increase leadership agency and support for fostering inclusive learning environments, teacher collaboration, formative practices and providing meaningful feedback.	08/16/2022 05/23/2024	N/A	Executive Directors Directors C & I Coordinators
Work-based Learning	Maximize professional learning that includes analysis of student data, economic data, systems and support to enhance collaboration between teachers and community partners to cultivate understanding and strategies for implementing Colorado's Work-Based Learning (WBL) Continuum where students are engaged in workplace performance in in-demand fields.	08/16/2022 05/23/2024	2022-23 Begin RFI/RFP process 2023-2024 Pilot to full implementation of WBL management system, cost TBD–potential funding through grant	CTE Administrators, Adams/Broomfield County Data Analysts, teachers, community partners, CTE Teachers
	Counselors will participate in data driven counseling professional learning to strengthen their use of the data		School Counselors Corps Grant - contract	

Counselor PD	process (designing goals, identifying action plans, tracking and analyzing data and sharing results).	08/16/2022 05/23/2023	with Hatching Results to support professional learning, $10,000	School Counselors, Director of Counseling
ELD Teacher PD	Provide differentiated professional learning to K-12 English Language Development (ELD) teachers in support of data-driven effective instruction in all ELD classrooms.	08/16/2022 05/23/2024	ELPA: $60,000	CLDE Director,CLDE Coordinator, Executive Director of Curriculum and Instruction
CLDE Essentials	Continue to implement the job-embedded portion of the CLDE Essentials professional learning that includes teacher collaboration time for the purpose of implementing CLDE best practices in the classroom.	08/16/2022 05/23/2024	N/A	Executive Directors of Schools, CLDE Director, Executive Directors of Curriculum and Instruction,CLDECoordinators, Director of Professional Learning
SSS Literacy PD	Create and implement structures for collaboration between SSS and District Literacy Team leading to system-wide, district developed and implemented professional development for special educators on a full continuum of literacy and instruction at the secondary level.	08/16/2022 05/25/2023	$100K for literacy resources, $2000 cost for substitute teachers,	SSS Leadership Team, SSS Instructional Specialists, AD12 KID group, CAO, Director of Literacy, Literacy Coordinators
Adaptive Schools	Provide Adaptive Schools Professional Learning to cultivate collaborative communities.	03/06/2023 05/25/2023	N/A	Director of Professional Learning Director of Literacy
Diagnostic Assessment PD	Provide professional development for secondary special educators on both diagnostic assessments and progress monitoring tools related to Phonological processing, spelling and individual word reading fluency, as well as how to interpret the results and plan for daily specialized instruction.	03/06/2023 05/25/2023	$1500 for Lynn Kuhn PD, $32,000 for OG Training (2 sessions)	Literacy Consultant (Lynn Kuhn), SSS Leadership, Learning Specialists, SLPs, SSN teachers

School Target Setting

Priority Performance Challenge : Overall Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	
2022-2023: Elementary CMAS MSS - 740.8 Middle School CMAS MSS -740.1 PSAT 9/10 MSS - 469.0 SAT MSS - 500.1
2023-2024: Elementary CMAS MSS - 741.5 Middle School CMAS MSS -741.0 PSAT 9/10 MSS - 470.0 SAT MSS - 501.0

INTERIM MEASURES FOR 2022-2023: NWEA MAP Reading

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	
2022-2023: Elementary CMAS MSS - 734.0 Middle School CMAS MSS -731.0 PSAT 9/10 MSS - 454.9 SAT MSS - 487.5
2023-2024: Elementary CMAS MSS - 735.0 Middle School CMAS MSS -732.0 PSAT 9/10 MSS - 455.0 SAT MSS - 489.0

INTERIM MEASURES FOR 2022-2023: NWEA MAP Math

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

2022-2023: Percentage of students in grade K-3 scoring below the SRD cutpoint on READ Act assessments will decrease to 27.0%.

<table>
<tr><td>ANNUAL PERFORMANCE TARGETS</td><td>2023-2024: Percentage of students in grade K-3 scoring below the SRD cutpoint on READ Act assessments will decrease to 25.0%.</td></tr>
</table>

INTERIM MEASURES FOR 2022-2023:

Priority Performance Challenge : Disaggregated Achievement

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: ELA

<table>
<tr><td>ANNUAL PERFORMANCE TARGETS</td><td>2022-2023: Percentage of GT students scoring Exceeded on CMAS ELA will increase to 27.0%.
2023-2024: Percentage of GT students scoring Exceeded on CMAS ELA will increase to 29.0%.</td></tr>
</table>

INTERIM MEASURES FOR 2022-2023: NWEA MAP Reading

Priority Performance Challenge : Overall Academic Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

<table>
<tr><td>ANNUAL PERFORMANCE TARGETS</td><td>2022-2023: Elementary CMAS MGP - 54th percentile Middle school MGP - 50th percentile PSAT/SAT MGP - 51st percentile
2023-2024: Elementary CMAS MGP - 55th percentile Middle school MGP - 52nd percentile PSAT/SAT MGP - 52nd percentile</td></tr>
</table>

INTERIM MEASURES FOR 2022-2023: NWEA MAP Reading

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Elementary CMAS MGP - 57th percentile Middle school MGP - 51st percentile PSAT/SAT MGP - 53rd percentile |
| | **2023-2024:** Elementary CMAS MGP - 58th percentile Middle school MGP - 52nd percentile PSAT/SAT MGP - 54th percentile |

INTERIM MEASURES FOR 2022-2023: NWEA MAP Math

PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS: ACCESS Growth (AMAO 1)

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Elementary ACCESS MGP - 55th percentile Middle school ACCESS MGP - 55th percentile High School ACCESS MGP - 55th percentile |
| | **2023-2024:** |

INTERIM MEASURES FOR 2022-2023:

Priority Performance Challenge : Four-Year Graduation Rate

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Four-year graduation rate - 81.7% |
| | **2023-2024:** Four-year graduation rate - 82.5% |

INTERIM MEASURES FOR 2022-2023: Credit Attainment each semester for graduating class

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Other PWR Measures

ANNUAL PERFORMANCE TARGETS

2022-2023: Matriculation rate - 57.0%

2023-2024: Matriculation rate - 58.0%

INTERIM MEASURES FOR 2022-2023: None

 PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Dropout Rate

ANNUAL PERFORMANCE TARGETS

2022-2023: Overall dropout rate - 1.8%

2023-2024: Overall dropout rate - 1.7%

INTERIM MEASURES FOR 2022-2023: Attendance Rate Credit Attainment Rate