

# Colorado's Unified Improvement Plan for Districts

Thompson R2-J UIP 2019-20 | District: Thompson R2-J | Org ID: 1560 | Framework: Accredited: Low Participation | Draft UIP

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## Executive Summary

### If we...

#### IMPLEMENT BEST FIRST INSTRUCTION

**Description:**

Instruction delivered by a classroom teacher who demonstrates knowledge of high quality, research based core content instruction and delivers instruction using high quality, research based materials.



#### FOCUS ON SOCIAL EMOTIONAL LEARNING FOR STUDENTS

**Description:**

Students will utilize knowledge and skills to enhance mental, emotional, and social well being as well as exhibit responsible personal and social behavior that respects self and others in physical activity settings.



## THOMPSON RAPID IMPROVEMENT TEAM SUPPORT

### Description:

Schools that are currently or within the past three years been identified as Priority Improvement or Turnaround on state SPF receive intensive district support to make significant improvement through evidence-based practices.



## FAMILY ENGAGEMENT

### Description:

The district shall provide coordination, technical assistance, and other support necessary to assist schools in building the capacity for effective parent and family engagement to improve student academic achievement and school performance, and meet the needs of students and families within the community.



## Then we will address...

### IMPLEMENTATION AND UNDERSTANDING OF SEL IN CLASSROOM IS UNDERDEVELOPED

#### Description:

Clear training and expectations have not yet been established for all classrooms and/or grade levels.



### THE NEED FOR RESOURCES TO SUPPORT INTERVENTIONS FOR STUDENTS

#### Description:

Screeners identify students in need of support but often resources are not available.



### PERSISTENT GAPS IN ALIGNMENT - INSTRUCTION, MATERIALS, STANDARDS

#### Description:



### ARTICULATION & UNDERSTANDING OF STUDENT LEARNING PROGRESSIONS IS UNDERDEVELOPED

**Description:**



### **IMPLEMENTATION OF ENGLISH LANGUAGE ARTS STANDARDS IS INCONSISTENT K-5**

**Description:**

Support K-5 teachers with implementation strategies for effective best practices in English language arts.



### **SYSTEMATIC AND SYSTEMIC TRAINING IN TRAUMA-INFORMED PRACTICES NEEDED**

**Description:**

A systematized mechanism is needed to ensure classroom teachers understand and implement trauma-informed practices in the classrooms.



### **TIME FOR TEACHER COLLABORATION IN DATA ANALYSIS & INTERVENTION PLANNING NEEDED**

**Description:**

Teachers need consistent time to analyze data and to plan instruction and interventions to meet students' personalized learning needs



### **ENGAGEMENT WITH FAMILIES IS INCONSISTENT ACROSS DIVERSE DEMOGRAPHIC GROUPS**

**Description:**



## **Then we will change current trends for students**

### **ACHIEVEMENT GAPS PERSIST IN ACADEMIC ACHIEVEMENT AND GRADUATION RATES**

**Description:**

Performance on state assessments and graduation rates are well below district and state expectations for minority students, free/reduced lunch eligible students, students with disabilities and English learners.



## STUDENT ACHIEVEMENT IN TRANSITION YEARS OF 6TH GRADE AND 9TH GRADE IS DECREASING

### Description:

The district continues to see a decrease in student achievement on state and local assessments when students transition from 5th grade to 6th grade and 8th grade to 9th grade.



## STUDENTS' SOCIAL AND EMOTIONAL NEEDS ARE IMPACTING STUDENT ACHIEVEMENT.

### Description:

The district continues to see increased demonstration of at risk behaviors by students, who have been impacted by trauma at very young ages, whose social and emotional needs are not being met.



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

## Improvement Plan Information

### Additional Information about the district

#### School Contact Information

**Name:** Dawne Huckaby

**Mailing Street:** 800 S Taft Avenue

**Phone:** (970) 613-5059

**Title:** Chief Academic Officer

**Mailing City / State/ Zip Code:** Loveland CO 80538

**Email:** dawne.huckaby@thompsonschoools.org

## Narrative on Data Analysis and Root Cause Identification

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

The general process for developing the DUIP is to consolidate data analysis, root cause analysis, Board of Education priorities and District Accountability and Advisory Committee priorities into one plan. The Thompson Board of Education, through district analysis and community input crafted 11 Action Steps for the district. After district analysis and feedback from School Accountability Committees, our District Accountability and Advisory Committee (DAAC) presented multiple recommendations for district work. Additionally, each school as well as a district-level team engaged in data dialogues and root cause analysis to determine areas in need of attention and appropriate strategies to address the needs. The information gathered from these various groups was synthesized to create the district improvement plan.

Specifically, this year the District Accountability and Advisory Committee focused on obtaining information regarding district-wide data and trends through facilitated presentations at each of their meetings from September through February. DAAC members synthesized the information shared with them by schools into key recommendations. District staff presented a draft DUIP to DAAC at their March 2020 meeting. DAAC members concluded that the draft DUIP contained the key areas of focus that their synthesis revealed as well and provided district staff with a few suggestions for refinement in the action plan component.

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## 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.

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## Current Performance

- **DISTRICT PERFORMANCE FRAMEWORK**

**On the 2019 District Performance Framework (DPF), Thompson School District (TSD) received an "Accredited - Low Participation" rating. All indicators on the 2019 DPF are Approaching or Meets requirements when aggregated. The following table shows improvements made as well as areas where we saw a decrease in performance.**

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**Improvements from 2018 to 2019**

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**District**

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**Academic Achievement**

**+2.1**

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**Academic Growth**

**+2.4**

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**Elementary Level**

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**Academic Growth**

**OVERALL**

**OVERALL**

**+5.3**

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**Academic Growth**

**CMAS - Math**

**Free/Reduced Lunch Eligible Students**

**Meets**

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**Academic Growth**

**CMAS - Math**

**Minority Students**

**Meets**

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**Academic Growth**

**ELP**

**English Language Proficiency**

**Meets**

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**Academic Growth**

**ELP**

**On Track to Proficiency**

**Meets**

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**Middle Level**

Academic Achievement	OVERALL	OVERALL	+4.9
Academic Growth	OVERALL	OVERALL	+5.4
Academic Achievement	CMAS - ELA	All Students	Meets
		Free/Reduced Lunch Eligible Students	Approaching
Academic Growth	ELP	English Language Proficiency	Exceeds
Academic Growth	ELP	On Track to Proficiency	Meets
High School Level			
Academic Achievement	OVERALL	OVERALL	+1.4
Academic Achievement	CMAS Science	Free/Reduced Lunch Eligible Students	Approaching
Academic Achievement	CMAS Science	Minority Students	Approaching
Academic Growth	ELP	English Language Proficiency	Exceeds

Academic Growth	ELP	On Track to Proficiency	Exceeds
Post Secondary Workforce Readiness	Matriculation	All Students	Meets
Post Secondary Workforce Readiness	Graduation	All Students	Meets
Post Secondary Workforce Readiness	Graduation	English Learners	Approaching
Post Secondary Workforce Readiness	Graduation	Free/Reduced Lunch Eligible Students	Approaching
Regressions from 2018 to 2019			
District			
Post Secondary			-3.1



**Workforce Readiness**

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**Middle Level**

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**Academic Achievement      CMAS - Science      Free/Reduced Lunch Eligible Students      Does Not Meet**

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**Academic Achievement      CMAS - Science      Minority Students      Does Not Meet**

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**High School Level**

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**Academic Growth      CO- PSAT/SAT EBRW      English Learners      Does Not Meet**

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**Academic Growth      CO- PSAT/SAT EBRW      Free/Reduced Lunch Eligible Students      Approaching**

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**Academic Growth      CO- PSAT/SAT EBRW      Students with Disabilities      Approaching**

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**Academic Growth      CO- PSAT/SAT Math      All Students      Approaching**

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**Post Secondary  
Workforce Readiness      CO-SAT Math      All Students      Approaching**

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**Post Secondary**

<b>Workforce Readiness</b>	<b>Dropout</b>	<b>All Students</b>	<b>Approaching</b>
<b>Post Secondary</b> <b>Workforce Readiness</b>	<b>Dropout</b>	<b>English Learners</b>	<b>Does Not Meet</b>
<b>Post Secondary</b> <b>Workforce Readiness</b>	<b>Dropout</b>	<b>Students with Disabilities</b>	<b>Approaching</b>

**Achievement and Growth - English Language Arts and Mathematics**  
**ELEMENTARY**

**ELEMENTARY – CMAS English Language Arts – Percentage Met/Exceeded**

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>All Students</b>	<b>44.9</b>	<b>40.9</b>	<b>44.5</b>	<b>45.6</b>	<b>49.2</b>
<b>Students eligible for free/reduced lunch</b>	<b>25.4</b>	<b>24.6</b>	<b>28.8</b>	<b>28.8</b>	<b>31.7</b>
<b>Achievement gap</b>	<b>-19.5</b>	<b>-16.3</b>	<b>-15.7</b>	<b>-16.6</b>	<b>-17.5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>

<b>All Students</b>	<b>44.9</b>	<b>40.9</b>	<b>44.5</b>	<b>45.6</b>	<b>49.2</b>
<b>English Learners</b>	<b>12.6</b>	<b>9.7</b>	<b>17.0</b>	<b>17.8</b>	<b>17.4</b>
<b>Achievement gap</b>	<b>-32.3</b>	<b>-31.2</b>	<b>-27.5</b>	<b>-27.8</b>	<b>-31.8</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>All Students</b>	<b>44.9</b>	<b>40.9</b>	<b>44.5</b>	<b>45.6</b>	<b>49.2</b>
<b>Students with Disabilities</b>	<b>7.4</b>	<b>7.2</b>	<b>8.3</b>	<b>11.0</b>	<b>12.8</b>
<b>Achievement gap</b>	<b>-37.5</b>	<b>-33.7</b>	<b>-36.2</b>	<b>-34.6</b>	<b>-36.4</b>

**ELEMENTARY – CMAS Mathematics – Percentage Met/Exceeded**

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
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<b>All Students</b>	<b>39.6</b>	<b>37.6</b>	<b>39.1</b>	<b>39.1</b>	<b>40.9</b>
<b>Students eligible for free/reduced lunch</b>	<b>22.1</b>	<b>21.2</b>	<b>23.9</b>	<b>22.6</b>	<b>23.7</b>
<b>Achievement gap</b>	<b>-17.5</b>	<b>-16.4</b>	<b>-15.2</b>	<b>-16.5</b>	<b>-17.2</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>All Students</b>	<b>39.6</b>	<b>37.6</b>	<b>39.1</b>	<b>39.1</b>	<b>40.9</b>
<b>English Learners</b>	<b>10.0</b>	<b>11.0</b>	<b>16.5</b>	<b>15.4</b>	<b>16.4</b>
<b>Achievement gap</b>	<b>-29.6</b>	<b>-26.6</b>	<b>-22.6</b>	<b>-23.7</b>	<b>-24.5</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>All Students</b>	<b>39.6</b>	<b>37.6</b>	<b>39.1</b>	<b>39.1</b>	<b>40.9</b>
<b>Students with Disabilities</b>	<b>7.8</b>	<b>7.8</b>	<b>9.6</b>	<b>11.5</b>	<b>13.9</b>
<b>Achievement gap</b>	<b>-31.8</b>	<b>-29.8</b>	<b>-29.5</b>	<b>-27.6</b>	<b>-27.0</b>

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**MIDDLE SCHOOL****MIDDLE SCHOOL – CMAS English Language Arts– Percentage Met/Exceeded**

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	2015	2016	2017	2018	2019
<b>All Students</b>	<b>36.2</b>	<b>37.6</b>	<b>40.5</b>	<b>39.9</b>	<b>42.2</b>
<b>Students eligible for free/reduced lunch</b>	<b>20.1</b>	<b>20.3</b>	<b>23.5</b>	<b>22.9</b>	<b>23.2</b>
<b>Achievement gap</b>	<b>-16.1</b>	<b>-17.3</b>	<b>-17.0</b>	<b>-17.0</b>	<b>-19.0</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>All Students</b>	<b>36.2</b>	<b>37.6</b>	<b>40.5</b>	<b>39.9</b>	<b>42.2</b>
<b>English Learners</b>	<b>4.1</b>	<b>11.6</b>	<b>13.0</b>	<b>16.3</b>	<b>12.0</b>
<b>Achievement gap</b>	<b>-32.1</b>	<b>-26.0</b>	<b>-23.5</b>	<b>-23.6</b>	<b>-30.2</b>

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	2015	2016	2017	2018	2019
<b>All Students</b>	36.2	37.6	40.5	39.9	42.2
<b>Students with Disabilities</b>	5.0	4.2	3.3	4.1	3.8
<b>Achievement gap</b>	-31.2	-33.4	-37.2	-35.8	-38.4

**MIDDLE SCHOOL – CMAS Mathematics– Percentage Met/Exceeded**

	2015	2016	2017	2018	2019
<b>All Students</b>	25.7	26.8	26.4	26.5	30.1
<b>Students eligible for free/reduced lunch</b>	13.7	13.4	12.9	14.1	14.1
<b>Achievement gap</b>	-12.0	-13.4	-13.5	-12.4	-16.0

	2015	2016	2017	2018	2019
<b>All Students</b>	25.7	26.8	26.4	26.5	30.1
<b>English Learners</b>	4.8	3.2	7.3	10.1	6.1
<b>Achievement gap</b>	-20.9	-23.6	-19.1	-16.4	-24.0

	2015	2016	2017	2018	2019
<b>All Students</b>	25.7	26.8	26.4	26.5	30.1
<b>Students with Disabilities</b>	5.0	3.0	1.9	4.4	2.9
<b>Achievement gap</b>	-20.7	-23.8	-24.5	-22.1	-27.2

## HIGH SCHOOL

Evidence-Based Reading & Writing	2017 CO-PSAT 10	2017	2018 CO-PSAT 10	2018	2019	2019
		CO-SAT 11		CO-SAT 11	CO-PSAT 10	CO-SAT 11

<b>All</b>	<b>488.5</b>	<b>520.9</b>	<b>485.8</b>	<b>521.5</b>	<b>474.0</b>	<b>513.7</b>
<b>Students eligible for free/reduced lunch</b>	<b>447.1</b>	<b>476.7</b>	<b>448.2</b>	<b>475.6</b>	<b>431.2</b>	<b>479.3</b>
<b>Achievement gap</b>	<b>-41.4</b>	<b>-44.2</b>	<b>-37.6</b>	<b>-45.9</b>	<b>-42.8</b>	<b>-34.4</b>
<b>All</b>	<b>488.5</b>	<b>520.9</b>	<b>485.8</b>	<b>521.5</b>	<b>474.0</b>	<b>513.7</b>
<b>English Learners</b>	<b>394.0</b>	<b>451.5</b>	<b>401.1</b>	<b>425.1</b>	<b>359.3</b>	<b>394.4</b>
<b>Achievement gap</b>	<b>-94.5</b>	<b>-69.4</b>	<b>-84.7</b>	<b>-96.4</b>	<b>-114.7</b>	<b>-119.3</b>
<b>All</b>	<b>488.5</b>	<b>520.9</b>	<b>485.8</b>	<b>521.5</b>	<b>474.0</b>	<b>513.7</b>
<b>Students with disabilities</b>	<b>392.9</b>	<b>407.4</b>	<b>376.7</b>	<b>422.4</b>	<b>367.6</b>	<b>390.3</b>
<b>Achievement gap</b>	<b>-95.6</b>	<b>-113.5</b>	<b>-109.1</b>	<b>-99.1</b>	<b>-106.4</b>	<b>-123.4</b>



<b>Mathematics</b>	<b>2017 CO-PSAT 10</b>	<b>2017 CO-SAT 11</b>	<b>2018 CO-PSAT 10</b>	<b>2018 CO-SAT 11</b>	<b>2019 CO-PSAT 10</b>	<b>2019 CO-SAT 11</b>
<b>All</b>	<b>468.8</b>	<b>499.6</b>	<b>458.7</b>	<b>499.7</b>	<b>452.6</b>	<b>488.0</b>
<b>Students eligible for free/reduced lunch</b>	<b>435.2</b>	<b>457.5</b>	<b>420.7</b>	<b>451.0</b>	<b>412.7</b>	<b>457.1</b>
<b>Achievement gap</b>	<b>-33.6</b>	<b>-42.1</b>	<b>-38.0</b>	<b>-48.7</b>	<b>-39.9</b>	<b>-30.9</b>
<b>All</b>	<b>468.8</b>	<b>499.6</b>	<b>458.7</b>	<b>499.7</b>	<b>452.6</b>	<b>488.0</b>
<b>English Learners</b>	<b>407.4</b>	<b>432.8</b>	<b>393.7</b>	<b>405.3</b>	<b>376.2</b>	<b>380.0</b>
<b>Achievement gap</b>	<b>-61.4</b>	<b>-66.8</b>	<b>-65.0</b>	<b>-94.4</b>	<b>-76.4</b>	<b>-108.0</b>
<b>All</b>	<b>468.8</b>	<b>499.6</b>	<b>458.7</b>	<b>499.7</b>	<b>452.6</b>	<b>488.0</b>
<b>Students with disabilities</b>	<b>405.4</b>	<b>391.4</b>	<b>357.2</b>	<b>385.2</b>	<b>350.7</b>	<b>378.3</b>

<b>Achievement gap</b>	<b>-63.4</b>	<b>-108.2</b>	<b>-101.5</b>	<b>-114.5</b>	<b>-101.9</b>	<b>-109.7</b>
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**Post-Secondary Workforce Readiness**

**4-Year Cohort Graduation Rates**

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>All Students</b>	<b>77.7</b>	<b>74.5</b>	<b>77.5</b>	<b>79.4</b>	<b>79.1</b>	<b>80.0</b>	<b>81.1</b>
<b>Students eligible for free/reduced lunch</b>	<b>61.5</b>	<b>56.5</b>	<b>64.2</b>	<b>67.4</b>	<b>66.2</b>	<b>64.5</b>	<b>66.1</b>
<b>Graduation gap</b>	<b>-16.2</b>	<b>-18.0</b>	<b>-13.3</b>	<b>-12.0</b>	<b>-12.9</b>	<b>-15.5</b>	<b>-15.0</b>
<b>All Students</b>	<b>77.7</b>	<b>74.5</b>	<b>77.5</b>	<b>79.4</b>	<b>79.1</b>	<b>80.0</b>	<b>81.1</b>
<b>English Learners</b>	<b>60.7</b>	<b>48.0</b>	<b>57.1</b>	<b>55.6</b>	<b>73.1</b>	<b>53.6</b>	<b>68.3</b>

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<b>Graduation gap</b>	<b>-17.0</b>	<b>-26.5</b>	<b>-20.4</b>	<b>-23.8</b>	<b>-6.0</b>	<b>-26.4</b>	<b>-12.8</b>
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<b>All Students</b>	<b>77.7</b>	<b>74.5</b>	<b>77.5</b>	<b>79.4</b>	<b>79.1</b>	<b>80.0</b>	<b>81.1</b>
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<b>Students with Disabilities</b>	<b>61.0</b>	<b>49.2</b>	<b>54.3</b>	<b>54.4</b>	<b>62.9</b>	<b>57.5</b>	<b>60.4</b>
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<b>Graduation gap</b>	<b>-16.7</b>	<b>-25.3</b>	<b>-23.2</b>	<b>-25.0</b>	<b>-16.2</b>	<b>-22.5</b>	<b>-20.7</b>
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### **Dropout Rates**

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	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
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<b>All Students</b>	<b>2.0</b>	<b>2.2</b>	<b>1.9</b>	<b>1.5</b>	<b>1.9</b>	<b>2.0</b>	<b>1.3</b>
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<b>Students eligible for free/reduced lunch</b>	<b>3.9</b>	<b>3.3</b>	<b>2.8</b>	<b>2.1</b>	<b>2.7</b>	<b>2.6</b>	<b>2.3</b>
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<b>Dropout rate gap</b>	<b>+1.9</b>	<b>+1.1</b>	<b>+0.9</b>	<b>+0.6</b>	<b>+0.8</b>	<b>+0.6</b>	<b>+1.0</b>
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<b>All Students</b>	<b>2.0</b>	<b>2.2</b>	<b>1.9</b>	<b>1.5</b>	<b>1.9</b>	<b>2.0</b>	<b>1.3</b>
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English Learners	5.8	3.3	1.9	2.0	3.9	3.9	1.0
Dropout rate gap	-3.8	-1.1	0	-0.5	-2.0	-1.9	-0.3
All Students	2.0	2.2	1.9	1.5	1.9	2.0	1.3
Students with Disabilities	1.0	2.7	2.4	2.0	2.0	2.0	1.8
Dropout rate gap	+1.0	+0.5	+0.5	+0.5	+0.1	0	+0.5

## READ Act

In 2018- 2019 , 551, students were identified with significant reading deficiencies (SRD). In 2017-18, 525 students were identified with significant reading deficiencies (SRD). This number increased since 2016-17.

### Trend Analysis



**Trend Direction:** Increasing

**Notable Trend:** Yes

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

ELA - 4th Grade - Achievement has increased from 42.2% to 46.8.7% (2016 to 2018).



**Trend Direction:** Increasing

**Notable Trend:** Yes

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

Mathematics - Achievement in elementary and middle levels for students who are eligible for free/reduced lunch increased from 2017 to 2018 for students that met or exceeded on CMAS.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

Mathematics - English Learners and Students with Disabilities - The median growth percentile for these two groups increased 10.5 and 10 points respectively from 2016 to 2017.



**Trend Direction:** Decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

Mathematics - Median Growth Percentile has decreased at grade 8 between 2017 and 2018.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

ELA - Median Growth Percentile has increased for elementary and middle levels from 2017-2018



**Trend Direction:** Decreasing

**Notable Trend:** Yes

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

Dropout Rate - Homeless students - The dropout rate for homeless students has decreased substantially between 2013 and 2018. In 2013 10.7% of students identified as homeless were counted as dropouts. In 2018, this percentage was 4.5%. This is a reduction of more than half.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Student Graduation and Completion Plan

4 Year Graduation rate - Disaggregated - Rate for students who are free and reduced lunch eligible has increased 3 percentage points from 2013 to 2018 from 61.5% to 64.5%. Rate for male students has increased 4.1 percentage points from 2014 to 2017 from 70.4% to 74.5%. Rate for students identified with a disability has increased 6.5 percentage points from 2013 to 2018 from 51.0% to 57.5%.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Disaggregated Achievement

Mathematics - English Learners - elementary levels, gained 0.9 in the percentage of students meeting or exceeding the standards on CMAS



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Other

Students identified with significant reading deficiencies decreased from 2017 (432) to 2018 (525).

### Additional Trend Information:

### Priority Performance Challenges and Root Causes



**Priority Performance Challenge: Achievement gaps persist in academic achievement and graduation rates**

Performance on state assessments and graduation rates are well below district and state expectations for minority students, free/reduced lunch eligible students, students with disabilities and English learners.



**Root Cause: Persistent gaps in alignment - instruction, materials, standards**



**Root Cause: Time for teacher collaboration in data analysis & intervention planning needed**

Teachers need consistent time to analyze data and to plan instruction and interventions to meet students' personalized learning needs



**Root Cause: Implementation of English language arts standards is inconsistent K-5**

Support K-5 teachers with implementation strategies for effective best practices in English language arts.



**Root Cause: Engagement with families is inconsistent across diverse demographic groups**



**Root Cause: Articulation & understanding of student learning progressions is underdeveloped**



**Priority Performance Challenge: Student achievement in transition years of 6th grade and 9th grade is decreasing**

The district continues to see a decrease in student achievement on state and local assessments when students transition from 5th grade to 6th grade and 8th grade to 9th grade.



**Root Cause: Articulation & understanding of student learning progressions is underdeveloped**



**Root Cause: Time for teacher collaboration in data analysis & intervention planning needed**

Teachers need consistent time to analyze data and to plan instruction and interventions to meet students' personalized learning needs



**Root Cause: Engagement with families is inconsistent across diverse demographic groups**



**Priority Performance Challenge: Students' social and emotional needs are impacting student achievement.**

The district continues to see increased demonstration of at risk behaviors by students, who have been impacted by trauma at very young ages, whose social and emotional needs are not being met.



**Root Cause: Implementation and understanding of SEL in classroom is underdeveloped**

Clear training and expectations have not yet been established for all classrooms and/or grade levels.



**Root Cause: Systematic and systemic training in trauma-informed practices needed**

A systematized mechanism is needed to ensure classroom teachers understand and implement trauma-informed practices in the classrooms.



**Root Cause: Engagement with families is inconsistent across diverse demographic groups**

**Root Cause: The need for resources to support interventions for students**

Screeners identify students in need of support but often resources are not available.

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



We've chosen to continue to work on two priority performance challenges from our previous DUIP. To date we have not yet made the progress we'd like to see to close the achievement gap that exists across all grade levels and subject areas. Over the past four years, we've seen increased behaviors in our students that negatively impact their learning and that of others. Chronic absenteeism is a growing problem which directly impacts students' growth in the Colorado Academic Standards. If we do not address our students' social and emotional needs, we believe we will see further reductions in the percentage of students who are prepared for their next steps, be that moving from one grade to another or be college, career and community ready.

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



After identifying our priority performance challenges, we used the "5 Whys" protocol to arrive at the root causes for each.

**Action Plans**

**Planning Form**





## Implement Best First Instruction

**What will success look like:** Instruction delivered by a classroom teacher who demonstrates knowledge of high quality, research based core content instruction and delivers instruction using high quality, research based materials.

### Associated Root Causes:



**Articulation & understanding of student learning progressions is underdeveloped:**



**Persistent gaps in alignment - instruction, materials, standards:**



**Time for teacher collaboration in data analysis & intervention planning needed:**

Teachers need consistent time to analyze data and to plan instruction and interventions to meet students' personalized learning needs



**Engagement with families is inconsistent across diverse demographic groups:**

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Monitor DUIP	Learning Services Leadership Team monitors DUIP implementation benchmarks and action steps.	07/01/2019 06/30/2021 Quarterly	Learning Services Leadership Team (CAO, Exec Directors, Administrators, Coordinators)	
 Student	Learning Services Leadership Team and EC-12 Building Leaders review student achievement and growth in relationship to action steps in DUIP	08/03/2019 06/30/2021 Quarterly	Learning Services Leadership Team and EC-12 Building Leaders (CAO,	

Achievement and Growth Data Review

Exec Directors, Directors, Administrators, Coordinators), Building Principals





Review Implementation Plan for curricular materials




Learning Services Leadership Team and EC-12 Building Leaders review implementation plan for training on new curricular materials

01/01/2020  
06/30/2021  
Quarterly

Learning Services Leadership Team and EC-12 Building Leaders

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Leadership Development - Instructional Practices	Provide professional learning and coaching opportunities on effective instructional practices for best, first instruction. 1. Learning Targets and Success Criteria 2. Implementation of ReadyGen or Big Ideas Learning	04/08/2019 06/30/2021		Executive Director of Teaching & Learning, Director of Curriculum and Learning Design, Learning Services Leadership Team	
 Increase Meaningful	1. Plan and offer flexible opportunities to inform, train and gather input from family and community stakeholders regarding research- and evidence-based approaches to personalized student learning. 2. Support site-based efforts to increase family and community engagement in personalized student learning. 3. Identify data to	07/01/2019 06/30/2020		Executive Director of Student Support Services, Executive Director of Teaching & Learning, Directors of Elementary and Secondary Education, Director of	

Stakeholder Engagement	collect (process and product) that will inform district as to whether stakeholders have been meaningfully engaged.				Assessment and Accountability, Federal Programs Coordinator, English Language Development Administrator
 Portrait of a Graduate	Identify tools to measure development of attributes identified in the TSD Portrait of a Graduate	11/04/2019 06/30/2020			CAO, Exec Director of Teaching & Learning
 Develop TSD Educational Expectations	With educator input, develop TSD Educational Expectations, aligned with Strive 2025 and Educator Effectiveness rubrics.	01/06/2020 05/29/2020			Exec Director of Teaching & Learning, Director of Curriculum & Learning Design,
 Implement new curricular materials - HS Math	Provide differentiated training for general education, special education, gifted and talented, and English language development teachers in the use of Big Ideas as our common high school math resource.	03/02/2020 06/30/2021	General Fund		Director of Curriculum & Learning Design, professional learning team coaches, HS principals and assistant principals
					Exec. Director of Teaching & Learning, Exec Director of



TSD Educational Expectations

Roll out Phase 1 of TSD Educational Expectations

06/01/2020  
09/30/2020

Student Support Services, Director of Curriculum & Learning Design, Directors of Schools, Director of Professional Development



Ongoing support for instructional practices in K-5 Literacy and 6-8 Math

Provide differentiated training for general education, special education, gifted and talented, and English language development teachers in the use of ReadyGen as our common literacy resource and Big Ideas as our common middle school math resource.

06/01/2020  
06/30/2021

Director of Curriculum & Learning Design, Director of EC and Elementary Education, Elementary Principals, Elementary Instructional Coaches, Elementary Curriculum Liaisons



Professional Development

Family School Community Partnership and Equity seminar

08/03/2020  
06/30/2021

General Fund  
Federal Fund

Family School Community Partnership Team, Language Culture & Equity Team



**Focus on Social Emotional Learning for students**

**What will success look like:** Students will utilize knowledge and skills to enhance mental, emotional, and social well being as well as exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** A recent meta-analysis of 213 school-based, universal SEL programs involving 270,034 kindergarten through high school students found that these students demonstrated significantly improved social and emotional skills, attitudes, behavior, and an 11 percentile-point gain in academic achievement.

### Associated Root Causes:



**Implementation and understanding of SEL in classroom is underdeveloped:**

Clear training and expectations have not yet been established for all classrooms and/or grade levels.



**Systematic and systemic training in trauma-informed practices needed:**

A systematized mechanism is needed to ensure classroom teachers understand and implement trauma-informed practices in the classrooms.



**Time for teacher collaboration in data analysis & intervention planning needed:**

Teachers need consistent time to analyze data and to plan instruction and interventions to meet students' personalized learning needs



**The need for resources to support interventions for students:**

Screeners identify students in need of support but often resources are not available.



**Engagement with families is inconsistent across diverse demographic groups:**

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
		07/01/2019	Learning Services Leadership Team	



Learning Services Leadership Team monitors DUIP implementation benchmarks and action steps.

06/30/2021  
Quarterly

(CAO, Exec Directors, Administrators, Coordinators)

Monitor DUIP



Educator and Student Perception Data Review

Educator and student perception data and feedback collected and analyzed.

07/01/2019  
06/30/2020  
Quarterly

Learning Services Leadership Team and EC-12 Building Leaders

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Map SEL and Behavioral Health Classes, Programs and Resources

Inventory existing behavioral curricula (e.g. programs and materials) utilized by PBIS building leadership teams, nurse, secondary health teachers and elementary guidance programs as it relates to the comprehensive health standards.

06/01/2019  
06/30/2020

Director of Student Success, SEL Coordinator



Increasing Meaningful Stakeholder Engagement

1. Support site-based efforts to increase family and community understanding of research- and evidence-based approaches to social emotional learning. 2. Plan and offer flexible opportunities to inform, train and gather input from family and community stakeholders regarding district improvement efforts in social emotional learning. 3. Identify data to collect (process and product) that will inform district as to whether stakeholders have been meaningfully engaged.

07/01/2019  
06/30/2020

Directors of Elementary and Secondary Education, Director of Assessment & Accountability, Federal Programs Coordinator



Personalized  
Professional  
Learning  
Opportunities

Offer professional learning opportunities for educators to better understand Functional Behavior Assessments and Behavior Intervention Plans

07/01/2019  
06/30/2020

Director of  
Student Success,  
SEL Coordinator,  
Director of  
Professional  
Development



Support new  
Social Emotional  
Learning  
Specialists  
position

Provide training and guidance for staff hired as SEL Specialists.

08/10/2019  
06/30/2020

Director of  
Student Success,  
SEL Coordinator



Assess Current  
State of Social  
Emotional  
Learning in TSD

Assess Current State of Social Emotional Learning (understanding and implementation) in TSD

08/26/2019  
11/01/2019

Grants

Director of  
Student Success



Convene Social  
Emotional  
Learning  
Partnership Team

Convene a Social Emotional Learning Partnership team that consists of wide variety of stakeholder across the district to bring forward recommendations on next steps for TSD in developing SEL in our students and staff

11/01/2019  
06/30/2020

Director of  
Student Success



Family School Community Partnership and Equity seminar

08/03/2020

General Fund

Family School  
Community  
Partnership Team,



### Thompson Rapid Improvement Team Support

**What will success look like:** Schools that are currently or within the past three years been identified as Priority Improvement or Turnaround on state SPF receive intensive district support to make significant improvement through evidence-based practices.

#### Associated Root Causes:



**Persistent gaps in alignment - instruction, materials, standards:**



**Articulation & understanding of student learning progressions is underdeveloped:**



**Time for teacher collaboration in data analysis & intervention planning needed:**

Teachers need consistent time to analyze data and to plan instruction and interventions to meet students' personalized learning needs

#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Thompson Rapid Improvement Leadership Team and Building Leaders review student achievement and growth in relationship to action steps in SUIP and CDE Progress Monitoring Tool	01/06/2020 06/30/2021 Quarterly	Thompson Rapid Improvement Leadership, Building Principal	





Multi-disciplinary review and monitoring teams assigned to identified buildings to monitor progress toward SUIP and/or Progress Monitoring goals

01/06/2020  
06/30/2021  
Monthly

Thompson Rapid Improvement Teams,  
Building Principals

Progress  
Monitoring

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Leadership  
Professional  
Development

Training and Technical Support to building principal and/or school leadership teams in meeting the needs of diverse learners using CO-MTSS implementation and systems alignment

01/06/2020  
06/30/2021

Thompson Rapid  
Improvement  
Team



Train educators in  
Get Better Faster  
Model of  
Continuous  
Improvement

01/06/2020  
06/30/2021

Thompson Rapid  
Improvement  
Leadership Team



Monthly Rapid  
Improvement  
Collaborative  
Meeting

Monthly collaboration and site visits with schools using CDE Performance Management Tools and district walk through tool.

01/06/2020  
06/30/2021

Thompson Rapid  
Improvement  
Team



Thompson Rapid

Use of consistent Learning Integration Protocols	Create and use Learning Integration Protocols during site-visits, peer learning labs, and professional development activities	01/06/2020 06/30/2021	Improvement Team	
	Collaborative Pathways between district programs and schools	Create and implement two-way collaboration and consultation pathways between educators at identified schools and district ESS, ELD, Title I, and MTSS staff.	01/06/2020 06/30/2021	Thompson Rapid Improvement Team, Learning Services Leadership Team (Directors, Administrators, Coordinators)



## Family Engagement

**What will success look like:** The district shall provide coordination, technical assistance, and other support necessary to assist schools in building the capacity for effective parent and family engagement to improve student academic achievement and school performance, and meet the needs of students and families within the community.

**Describe the research/evidence base supporting the strategy and why it is a good fit:** CDE research briefs - [http://www.cde.state.co.us/uip/researchbrief\\_opportunityconditions](http://www.cde.state.co.us/uip/researchbrief_opportunityconditions); [http://www.cde.state.co.us/uip/researchbrief\\_studentoutcomes](http://www.cde.state.co.us/uip/researchbrief_studentoutcomes)

### Associated Root Causes:



**Persistent gaps in alignment - instruction, materials, standards:**



**Implementation and understanding of SEL in classroom is underdeveloped:**

Clear training and expectations have not yet been established for all classrooms and/or grade levels.



Articulation & understanding of student learning progressions is underdeveloped:



Engagement with families is inconsistent across diverse demographic groups:

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Progress monitor Action Steps	District Accountability and Advisory Committee will receive updates on progress for each action at least twice over the course of the 2020-2021 school year	08/03/2020 05/31/2021 Monthly	Federal Programs Administrator	
 Professional Development	Family School Community Partnership and Equity seminar	08/03/2020 06/30/2021 Quarterly	Family School Community Partnership Team, Language Culture & Equity Team	

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Replicate successful engagement strategies	Gather, clarify, and share information about successes in family engagement to address concerns that limit family engagement .	07/01/2019 06/30/2021		Directors of Elementary and Secondary Education, Federal Programs Administrator, Building Principals, School Accountability Committees	

	Family access to district and community resources	Create and maintain an accurate list of district and community resources for families	02/03/2020 06/30/2021		Federal Programs Administrator, Family School Community Partnership team, Director of Student Success
	Positive Attendance Specialist	Seek opportunities and funding to replicate positive attendance specialists in additional schools	03/09/2020 06/30/2021	General Fund Title Funds	Chief Academic Officer, Federal Programs Administrator
	School Partnerships with Community	Create, maintain, and monitor opportunities for schools to access community resources (Public speakers, tools, materials)	07/01/2020 06/30/2021		Directors of Elementary and Secondary Education, Federal Programs Administrator, Building Principals
	Professional Development	Family School Community Partnership and Equity seminar	08/03/2020 06/30/2021	General Fund Federal Fund	Family School Community Partnership Team, Language Culture & Equity Team

## School Target Setting



**Priority Performance Challenge : Achievement gaps persist in academic achievement and graduation rates**



**PERFORMANCE INDICATOR:** Disaggregated Achievement

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:**

**2020-2021:**

**INTERIM MEASURES FOR 2019-2020:**



**PERFORMANCE INDICATOR:** Disaggregated Achievement

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:**

**2020-2021:**

**INTERIM MEASURES FOR 2019-2020:**



**PERFORMANCE INDICATOR:** Disaggregated Growth

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020:**

**2020-2021:**

**INTERIM MEASURES FOR 2019-2020:**



**PERFORMANCE INDICATOR:** Disaggregated Growth

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

2019-2020:

2020-2021:

**INTERIM MEASURES FOR 2019-2020:**



**PERFORMANCE INDICATOR:** Postsecondary & Workforce Readiness

**MEASURES / METRICS:** Disaggregated Grad Rate

ANNUAL  
PERFORMANCE  
TARGETS

2019-2020:

2020-2021:

**INTERIM MEASURES FOR 2019-2020:**



**Priority Performance Challenge :** Student achievement in transition years of 6th grade and 9th grade is decreasing



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

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

2019-2020:

2020-2021:

**INTERIM MEASURES FOR 2019-2020:**



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

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

2019-2020:

2020-2021:

**INTERIM MEASURES FOR 2019-2020:**



**Priority Performance Challenge : Students' social and emotional needs are impacting student achievement.**



**PERFORMANCE INDICATOR:** Student Engagement

**MEASURES / METRICS:** Attendance

ANNUAL  
PERFORMANCE  
TARGETS

2019-2020:

2020-2021:

**INTERIM MEASURES FOR 2019-2020:**