COLORADO
Department of Education

Colorado's Unified Improvement Plan for Districts

Estes Park R-3 UIP 2022-23 | **District:** Estes Park R-3 | **Org ID:** 1570 | **Framework:** Accredited: Low Participation |

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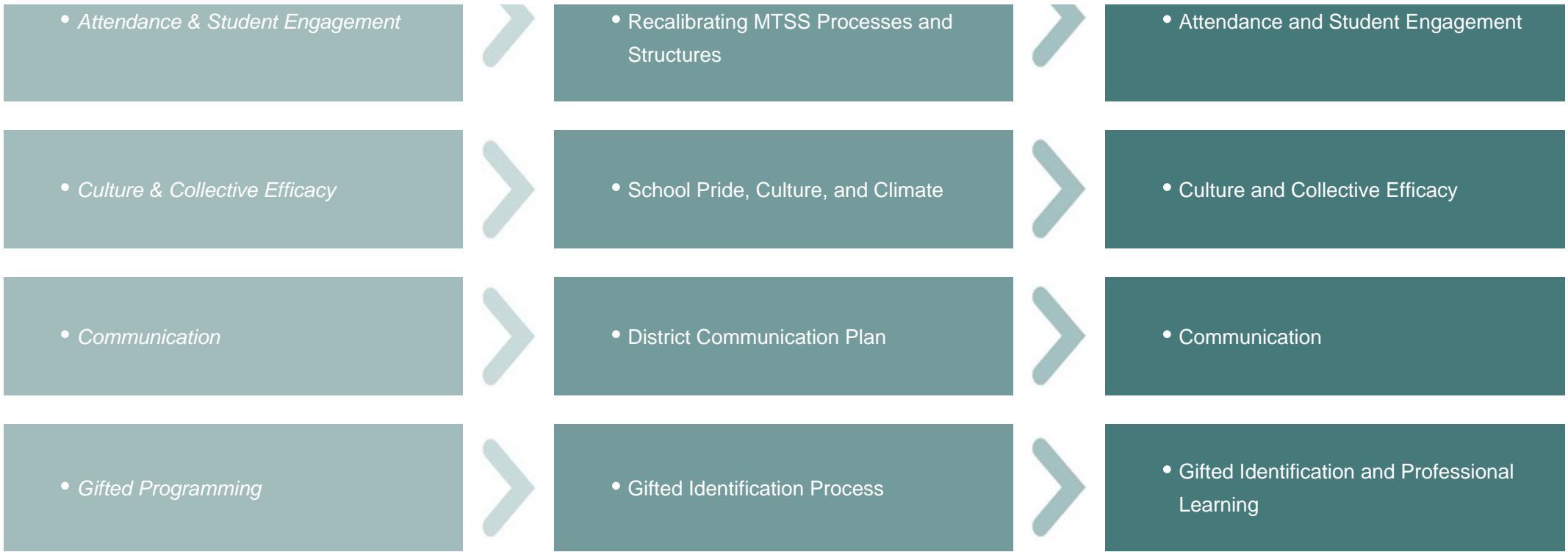| Priority Performance Challenges	Root Cause	Major Improvement Strategies
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Access the District Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the District

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Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

Estes Park School District is a rural school district in the Rocky Mountains at the entrance to Rocky Mountain National Park. The community is small and rural and the population in the community fluctuates between fall, winter, spring, and summer with the influx of employees to work in the hotel and hospitality industry. Aside from the town of Estes Park, the district serves surrounding communities such as Glen Haven, Pinewood, and Allenspark that reaches about 20 miles in each direction. The district has 1,057 students enrolled as of May 2022 which has declined by 21 students since May 2019. Of the 1057 students there are 467 at the elementary school, 238 at the middle school, and 352 at the high school. Our district also offers programming for homeschool students called our Options School and there are 37 students participating in the Options School programming. A breakdown of the population shows that 48.4% are female, 51.5% are male, 0.1% are transgender. Furthermore, 25.8% identify as Hispanic/Latino, 65.5% identify as Caucasian, 1.1% identify as American Indian/Alaska Native, 1.9% identify as Asian, 0.5% identify as African American, and 5.2% are unidentified. Currently, 30.9% of our students receive free lunch or reduced lunch. Students considered English language learners make up 18.2% of the population. Students on IEPs make up 8.2% of the population, and 4.8% of our students hold gifted status. The district has 176 employees and 86 are full-time teachers providing a 12 to 13 teacher per student ratio in each of our buildings. School attendance has declined over the past three years from 91.8% in 2019 to 8_% in the 2021-22 school year.

Each school has a leadership team that sets school goals in alignment with our district Unified Improvement Plan. These teams contribute goals, data, and feedback that impact the drafting of the Unified Improvement Plan for the district and school. These teams carry out improvement efforts in each building. In addition, teams of professional learning communities at schools set goals, monitor their progress toward the set goals, and reflect and brainstorm strategies and ideas for improvement. PLC teams meet weekly and secondary teachers are part of two PLC teams, a grade-level PLC and a discipline specific PLC. The district also has a PLC team that meets for improvement planning consisting of all the principals, instructional coaches, and directors. There are professional development days built into the school calendar to provide teams to collaborate district-wide on goals in our UIP. There are 3 days at the beginning of the year, one in the fall, and one in the spring semester to allow for this. At the elementary school, there are additional professional development days provided each month to work on school improvement strategies.

For monitoring and accountability, the district as well as each school has an accountability and advisory committee consisting of parents and teachers that contribute to and approve the school improvement goals and monitor the efforts of the school. This committee reviews the improvement plans and provides feedback. The district improvement plan is reviewed and monitored by the District Accountability and Advisory Committee (DAAC).

During the 2022-23 school year, Estes Park School District is partnering with the Colorado Education Initiative (CEI) to review our district data and improvement efforts and create a strategic plan for the next five years. This is a collaborative processes involving stakeholder engagement at many different levels throughout the 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).

Priority Improvement Challenge: Gifted-Divergent - Partially Met
Prior Target: Double the percentage of students from underrepresented subgroups identified and served
The way this goal was written is to double the percentage of students from underrepresented subgroups identified. Overall, we have met this goal for some subgroups but not others. In a rural district our size if we go from having 1 student in an underrepresented group identified as gifted to having 2 students in the underrepresented group identified as gifted, we have doubled the percentage and met our goal. We have done this in many of our underrepresented groups including emerging bilingual students, students who identify as Hispanic, and FRL eligible students. However, we have not met our goal in these subgroups using the Ford's Representation Index. Our goal is to use this index to achieve between 0.8-1.2 for our ELL subgroup (currently 0.15), Hispanic subgroup (currently 0.15), and FRL subgroup (currently 0.44).

Priority Improvement Challenge: Achievement and Growth Gap for Culturally and Linguistically Diverse Students - Met
Prior Target: Culturally and linguistically diverse students will increase their median academic growth percentile (MGP) by 4 points on the CMAS math assessment
Interim Measure: On the NWEA maps assessment, the percent of culturally and linguistically diverse students meeting fall to winter targeted growth will increase by 8%
Considering the demographics in our district, we are referring culturally and linguistically diverse students we are referring to our students who identify as Hispanic or Latino/a and our students who are emerging bilingual students (identified as NEP, LEP, or FEP). We met this goal on the CMAS assessment. Between 2019 and 2021 the MGP for our Hispanic population increased by 20.5 percentile points from 47.5 to 68. ADD MGP for 2022 when available. On the NWEA Maps assessment the percent of students identifying as Hispanic or Latino/a who met their fall to winter projected growth target increased by 11-64% in five of the 8 grade levels (grades 2,3,4,6,&7) between 2020 and 2022. The percent of student meeting the projected growth target decreased in grades 5,8, & 9. Between all grades there was an increase of 32 percentage points overall.

Priority Improvement Challenge: Achievement and Growth Gap for Culturally and Linguistically Diverse Students - Not Met
Prior Target: Culturally and linguistically diverse students will increase by 5% in the subcategory of written expression on the CMAS ELA assessment
Interim Measure: Student writing will be assessed and measured using common writing rubrics and 75% of students will show improvement in writing.
In regards to our students identifying as Hispanic or Latino/a, the average percent of points earned on written expression was 15.2 in 2019 and 13.8 in 2022. This is a decline of 1.4 percentage points (or a 9% decrease) and we did not meet this target. In regards to our ELD population, the average percent of points earned on written expression was 14.8 in 2019 and 13.7 in 2022. This is a decline of 1.1 percentage points (or a 7% decrease) and we did not meet this target. In addition, we did not accurately measure our writing goal across all grade levels and need to grow in improving our interim measurement.

Priority Improvement Challenge: Achievement and Growth Gap for Culturally and Linguistically Diverse Students - Not Met

Prior Target: Culturally and linguistically diverse students will increase their median academic growth percentile by 4 points on the CMAS ELA assessment

Interim Measure: On the NWEA Maps reading test, the percentage of students meeting their target growth goals from fall to winter will increase by 8% for culturally and linguistically diverse students.

Between 2019 and 2021 the MGP for our Hispanic population decreased by 0.5 points from 53.5 to 53. We did not meet the goal of increasing by 4 percentile points. ADD MGP for 2022 when available. On the NWEA Maps assessment the percent of students identifying as Hispanic or Latino/a who met their fall to winter projected growth target increased by 2-147% in four of the 8 grade levels (grades 2,3,4,&5) between 2020 and 2022. The percent of student meeting the projected growth target decreased in grades 6,7,8 & 9. Between all grades there was a decrease of 15 percentage points overall.

Priority Improvement Challenge: School Attendance and Perceptions of School - Met

Prior Target: Attendance rate district-wide will improve by 0.5%

Interim Measure: Attendance will be monitored daily at each building and plans put in place for chronically absent student will have measurable goals. This will lead to 3% improvement in attendance for chronically absent students.

The district attendance rate in 2019 was 91.8%. In 2020 it was 91.9%. In 2021 it was 93.3%. Between 2019-2021 our attendance rate increased by 1.5% which means we exceeded this goal. However in 2022 the attendance rate dropped to 90.7%.

Priority Improvement Challenge: Academic Rigor: Math explanation and reasoning - Met

Prior Targets: Students will increase achievement on math explanation and reasoning by 5% or more.

Interim Measure: On the NWEA maps assessment, the percentage of students meeting fall to winter targeted growth will increase by 8%

The average percent of points earned on math explanation and reasoning was 18.7 in 2019 and 22.1 in 2022. This is an increase of 3.4 percentage points (or a 18% increase) and we did meet this target. On the NWEA Maps assessment the percent of students who met their fall to winter projected growth target increased by 7-45% in five of the 8 grade levels (grades 3,4,6,7&8) between 2020 and 2022. The percent of student meeting the projected growth target decreased in grades 2,5&9. Between all grades there was an increase of 28 percentage points overall.

Priority Improvement Challenge: Academic Rigor: Written Expression - Not met

Prior Targets: Students will increase achievement on written expression sub-score by 5% or more.

Interim Measure: Students writing will be assessed and measured using common writing rubrics and 75% of students will show improvement in writing throughout the district.

The average percent of points earned on written expression was 22.7 in 2019 and 21.6 in 2022. This is a decrease of 1.1 percentage points (or a 4.8% decrease) and we did meet this target. In addition, we did not accurately measure our writing goal across all grade levels and need to grow in improving our interim

measurement.

Priority Improvement Challenge: Student Perceptions and Wellness - Partially Met
Prior Targets: The Healthy Kids Colorado Survey and Panorama Survey will support a 5% increase in positive responses from students for items such as depression, school perceptions and attitudes, and substance abuse.
Interim Measures: All students in schools will receive direct instruction in SEL standards and student feedback monitored.

The HKCS supports that we have met our target regarding substance abuse and we have not met our target regarding depression. In response to the questions about substance abuse in 2019 middle school students responded that 5.3% used marijuana compared to 1.7% in 2021 (a 68% decrease); 16.9% responded they have used alcohol compared to 11% in 2021 (a 35% decrease); 12.9% responded that they have used e-cigarette compared to 9.1% in 2021 (a 29.5% decrease). In 2019 high school students responded that 12.3% used marijuana compared to 12% in 2021 (a 2.5 decrease); 17.2% responded they have used alcohol in 2019 compared to 19.2% in 2021 (a 11.6% increase); 17.9% responded that they have used e-cigarettes in 2019 compared to 14.1% in 2021 (a 21% increase). In response to the questions about depression in 2019 middle school students responded that 22.8% felt sad or hopeless for 2 weeks or more compared to 33% in 2021 (a 44.7% increase); 19.5% responded that they have considered suicide in 2019 compared to 25.3% in 2021 (a 29.7% increase); 5.2% responded that they have attempted suicide in 2019 compared to 10.2 in 2021 (a 96% increase). In 2019 high school students responded that 37.4% felt sad or hopeless for 2 weeks or more compared to 42.7% in 2021 (a 14% increase); 17.9% responded that they have considered suicide in 2019 compared to 25.8% in 2021 (a 44% increase); 4.9% responded that they have attempted suicide in 2019 compared to 12.6% in 2021 (a 157% increase).

The percent of favorable responses on our climate and culture Panorama survey shows at the elementary school shows an increase in 14 percentage points from 2019 to 2022. Our favorable responses at the middle school shows an increase of 13 percentage points from 2019 to 2022. Our favorable responses at the high school show an increase of 17 percentage points from 2019 to 2022. We met this target in all schools. Students in the elementary school and middle school received direct instruction in SEL standards during the 2019-2022 school years.

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

Overall, we met or partially met 5 out of 8 targets. Below we have outlined adjustments we will make to each of these targets for this year's plan
Gifted-Divergent
Currently we identify in the areas of reading, writing, math, science, and performing arts and would like to expand this to include more areas. We have successfully completed several action steps under this goal. We expanded the commonly used assessments in our district to include MAP, CMAS, ACCESS for ELLs, CogAT, Naglieri, WJ and WISC, and SIGS. Areas of need that we will continue to develop regarding assessments used are TCTT, performance evaluations and portfolios. We have also expanded the way we use a whole body of evidence to support gifted identification to include interviews, anecdotal records/observations, questionnaires, checklists, and additional classroom data.
Math
We have adopted new math curriculum in grades 6-12 for the upcoming school year. Areas of need that we will continue to develop in this year's plan include

professional learning on implementing the new math curriculum and assessing learning aligned to the rigor of the academic standards. In addition, the math teachers throughout grades 6-12 will be working on standards alignment and the development of rigorous learning targets and performance assessments. Recalibrating our MTSS processes in identify students needing more support in the areas of mathematics and providing supports for emerging bilingual students in mathematics are two more areas of focus for the upcoming year.

ELA and Writing

The assessment of writing throughout k-12 is an area of need that we will continue to develop. Developing and Aligning benchmark writing assessments district-wide is an area to develop in the upcoming year's plan. In addition focusing on reading, writing, listening, and speaking learning targets and goals for students and especially for emerging bilingual students in an area of growth. Recalibrating our MTSS processes in identify students needing more support in the areas of ELA and providing supports for emerging bilingual students in ELA are two more areas of focus for the upcoming year.

Attendance

We met this target between 2019-2021, with the exception of the 2022 school year where we saw a dramatic decrease in attendance. We are reflectin gon the factors that played a role in this decline. Due to the Covid-10 pandemic our district policy was to stay home from school if you have any symptoms related to covid-19. Additionally, there was a mandatory 10-day quarantine 1st semester and 5-day quarantine 2nd semester for anyone with a positive test for covid-19. We believe this led to the dramatic decrease in attendance. However, observational data suggest our already chronically absent student population was the same population taking advantage of this policy. As a result, we will continue to work on messaging about the importance of attendance and form an attendance team at each building focussing on identify absent students early on and providing interventions at early stages and responding with attendance support plans for this year's plan.

Student Perceptions and Wellness

For the upcoming year's plan we will be focusing on elevating student voice and ownership in their school experience. Each school is designing a plan to elevate student participation and voice. In addition we are adding more support staff for social-emotional and mental health with the addition of another mental-health coordinator. We will continue to sustain the additional bilingual family liaisons in the district to respond to increased family communication and engagement with our bilingual family population.

Current Performance

- **State Assessment Data**

  Participation in the state assessment was between 82% and 92% depending on the grade level.

  Areas where we met or exceeded achievement expectations on state assessments include
  - PSAT10: exceeded the state mean scale score in Math (2 pts))
  - PSAT 10: exceeded the state mean scale score in EBRW (16 pts)

- CMAS grade 7 exceeded the state mean scale score in ELA (3 pts)
- CMAS grade 8 exceeded the state mean scale score in ELA (8 pts)
- CMAS grade 3 equal to state mean scale score in Math

Areas where we did not meet achievement expectations on state assessments include:
- PSAT9: below the state mean scale score in Math (22 pts)
- PSAT9: below the state mean scale score in EBRW (6 pts)
- SAT: below the state mean scale score in Math (36 pts) Using benchmark scores from the 2019 SPF, students would be rated as "approaching"
- SAT: below the state mean scale score in EBRW (33 pts) Using benchmark scores from the 2019 SPF, students would be rated as "approaching"
- CMAS grade 3 below the state mean scale score in ELA (4 pts)
- CMAS grade 4 below the state mean scale score in ELA (11 pts)
- CMAS grade 5 below the state mean scale score in ELA (8 pts)
- CMAS grade 6 below the state mean scale score in ELA (1 pt)
- CMAS grade 4 below the state mean scale score in Math (9 pts)
- CMAS grade 5 below the state mean scale score in Math (12 pts)
- CMAS grade 6 below the state mean scale score in Math (4 pts)
- CMAS grade 7 below the state mean scale score in Math (4 pts)
- CMAS grade 8 below the state mean scale score in Math (4 pts)

Add growth data when received

District Assessment Data

Participation on the District NWEA Maps assessment or Dibels assessment was between 92% and 100% depending on the grade level

Areas where we met or exceeded achievement expectations on District assessments include
- Kindergarten mean composite score on Dibels reading assessment exceeded the national normed benchmark (20 pts)
- Grade 2 mean score on NWEA Maps Reading assessment exceeded the national normed benchmark (2 pts)
- Grade 4 mean score on NWEA Maps Reading assessment exceeded the national normed benchmark (0.5 pts)
- Grade 8 mean score on NWEA Maps Reading assessment exceeded the national normed benchmark (3 pts)
- Grade 9 mean score on NWEA Maps Reading assessment exceeded the national normed benchmark (6 pts)
- Grade 10 mean score on NWEA Maps Math assessment exceeded the national normed benchmark (2 pts)

Areas where we did not meet achievement expectations on state assessments include:
- Grade 1 mean score on Dibels Reading assessment was below the national normed benchmark (8 pts)

- Grade 3 mean score on NWEA Maps Reading assessment was below the national normed benchmark (4 pts)
- Grade 5 mean score on NWEA Maps Reading assessment was below the national normed benchmark (2 pts)
- Grade 6 mean score on NWEA Maps Reading assessment was below the national normed benchmark (2 pts)
- Grade 7 mean score on NWEA Maps Reading assessment was below the national normed benchmark (2 pts)
- Grade 2 mean score on NWEA Maps Math assessment was below the national normed benchmark (1 pt)
- Grade 3 mean score on NWEA Maps Math assessment was below the national normed benchmark (4 pts)
- Grade 4 mean score on NWEA Maps Math assessment was below the national normed benchmark (6 pts)
- Grade 5 mean score on NWEA Maps Math assessment was below the national normed benchmark (5 pts)
- Grade 6 mean score on NWEA Maps Math assessment was below the national normed benchmark (6 pts)
- Grade 7 mean score on NWEA Maps Math assessment was below the national normed benchmark (1 pt)
- Grade 8 mean score on NWEA Maps Math assessment was below the national normed benchmark (3 pts)
- Grade 9 mean score on NWEA Maps Math assessment was below the national normed benchmark (2 pts)

Areas where we exceeded growth expectations on District assessments include
- Grade 2 NWEA Maps Reading assessment Fall-Winter Growth
- Grade 3 NWEA Maps Reading assessment Fall-Winter Growth
- Grade 5 NWEA Maps Reading assessment Fall-Winter Growth
- Grade 8 NWEA Maps Reading assessment Fall-Winter Growth
- Grade 2 NWEA Maps Math assessment Fall-Winter Growth
- Grade 3 NWEA Maps Math assessment Fall-Winter Growth
- Grade 4 NWEA Maps Math assessment Fall-Winter Growth
- Grade 5 NWEA Maps Math assessment Fall-Winter Growth
- Grade 6 NWEA Maps Math assessment Fall-Winter Growth
- Grade 7 NWEA Maps Math assessment Fall-Winter Growth
- Grade 8 NWEA Maps Math assessment Fall-Winter Growth

Areas where we are approaching growth expectations on District assessments include
- Kindergarten Dibels Reading assessment Fall-Spring Growth
- Grade 1 Dibels Reading assessment Fall-Spring Growth
- Grade 4 NWEA Maps Reading assessment Fall-Winter Growth
- Grade 6 NWEA Maps Reading assessment Fall-Winter Growth
- Grade 7 NWEA Maps Reading assessment Fall-Winter Growth
- Grade 9 NWEA Maps Reading assessment Fall-Winter Growth

Areas where we did not meet growth expectations on District assessments include

- Grade 9 NWEA Maps Math assessment Fall-Winter Growth
- Grade 10 NWEA Maps Math assessment Fall-Winter Growth

District Data using CDE's Local Data Assessment Tool

Overall and Indicator Rollups

	Points	Points	% Points	Rating
Overall	*100*	*61.05*	*61%*	Performance
Achievement	40	23.16	58%	Approaching
Growth	60	37.89	63%	Meets

Data Density

EMH Level	Data Included?	Indicators and Content Areas?	Achievement ELA	Achievement Math	Growth ELA	Growth Math
Elementary	Yes	Yes	6	4	6	4
Middle	Yes	Yes	3	3	3	3
High	Yes	Yes	1	2	1	2

Indicator Detail

Indicator	Content Area	EMH Level	Total Points	Total	% Points	Rating
Achievement	ELA	Elementary	24	15	63%	Meets
Achievement	ELA	Middle	12	8	67%	Meets
Achievement	ELA	High	4	4	100%	Exceeds
Achievement	Math	Elementary	16	8	50%	Approaching
Achievement	Math	Middle	12	4	33%	Does Not Meet
Achievement	Math	High	8	5	63%	Meets
Growth	ELA	Elementary	24	15	63%	Meets
Growth	ELA	Middle	12	7	58%	Approaching
Growth	ELA	High	4	2	50%	Approaching
Growth	Math	Elementary	16	12	75%	Meets
Growth	Math	Middle	12	10	83%	Meets
Growth	Math	High	8	2	25%	Does Not Meet

There is a disparity in the percent per population of students enrolled in advance classes at the high school between Hispanic and non-Hispanic identifying students and free and reduced lunch eligible and non-eligible students. See table below:

	Percent of WHOLE Population (N Count = 350)	Percent enrolled in AP Course/High School Elect Program (N Count = 160) Students counted for each AP class they are enrolled	Percent of students in each subgroup enrolled in AP Course/High School Elect Program (only counted once)
Males	53.71%	53.13%	29.79%
Females	46.29%	46.88%	31.48%
Hispanic	33.14%	17.50%	19.83%
Not Hispanic	66.86%	82.50%	35.90%
ELD (NEP, LEP, Monitor)	12.29%	5.00%	16.28%

Gifted	8.29%	18.75%	58.62%
FRL	18.00%	10.00%	17.46%
*HS Elect Program courses included - College English, College Lit, Pro-Start, Wildland Firefighting			

Trend Analysis

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

The percent of kindergarten students proficient at the EOY kindergarten Dibels assessment has significantly increased.

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

High school students have increased and then decreased in Math on the PSAT/SAT from 2018-2022 (MSS in 2018=460.5; 2019=466.5; 2021=459.8; 2022=447) This is a notable trend because in 2019 it was at the state expectation, but over the last 2 years has dropped below the state expectation.

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

High school students were stable but now on a decline in EBRW on the PSAT/SAT from 2018-2021 (MSS in 2018=485.3; 2019=484.5; 2021=485.3; 2022=470) This is a notable trend because it was stable and at or above the state expectation, but last year has declined below the state expectation.

Trend Direction: Decreasing then stable

Performance Indicator Target: Academic Achievement (Status)

Middle school students are on a slight decline in Math on CMAS from 2018-2021, with an improvement in 2022 (Mean Scale Scores in 2018=729.5; 2019=726.7; 2021=723.4; 2022=728.6). This is notable trend because it is declining and consistently below the state expectation. Not that not all grades took the assessment in 2021, only 6th and 8th.

Trend Direction: Increasing

Performance Indicator Target: Academic Achievement (Status)

Middle school students are on an incline in ELA on CMAS from 2018-2022 (Mean Scale Scores in 2018=740.8; 2019=745.5; 2021=749.9; 2022=746.6). This is a notable trend because it is increasing consistently and now above the state expectation. Note that not all grades took the assessment in 2021, only 7th grade.

Trend Direction: Decreasing then stable

Performance Indicator Target: Academic Achievement (Status)

Elementary students are on a slight decline in Math on CMAS from 2018-2021, with an improvement in 2022 (2018=725.9; 2019=724.4; 2021=716.8; 2022=728). This is a notable trend because it is declining and consistently below the state expectation. Note that not all grades took the assessment in 2021, only 4th grade.

Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

Elementary Students are on a slight decline in ELA on CMAS from 2018-2022 (2018=741.8; 2019=737.4; 2021=733.9; 2022=733). This is notable trend because it is declining and is consistently below the state expectation. Note that not all grades took the assessment in 2021, only 3rd and 5th.

Trend Direction: Increasing

Performance Indicator Target: Academic Growth

k-2 Students at or above benchmark in the Dibels assessment is increasing. The current 3rd grade grew from 59% to 70% at and above benchmark from kinder to 2nd grade on the End of Year (EOY) Assessment. The current 2nd grade grew from 36% to 47% at and above benchmark on the EOY assessment. Currently 75% of the 1st grade students are at and above benchmark at the EOY assessment in kindergarten.

Trend Direction: Decreasing
Performance Indicator Target: Academic Growth

Our N-count was too low to receive data in 2022, but 2019 growth data on the CMAS assessment is 48.5 percentile for gifted students in math and the state MGP is 58. For ELA gifted growth was at the 74 percentile in 2019 (State MGP 58)

Trend Direction: Increasing
Performance Indicator Target: Academic Growth

Elementary student growth has increased in ELA on the CMAS from 2018-2022 (median growth percentile in 2018=43; 2019=33; 2021=50; 2022=unknown). This is a notable trend because it was below the state expectation and now above state expectation. Note that not all grades took the CMAS ELA in 2021, only grades 3 and 5.

Trend Direction: Increasing
Performance Indicator Target: Academic Growth

Middle School student growth has increased in Math CMAS from 2018-2022 (MGP in 2018=51.5; 2019=55; 2021=61; 2022=unknown). This is a notable trend because it was below the state expectation and now well above the state expectation. Note that not all grades took the CMAS math in 2021, only grades 6 and 8.

Trend Direction: Increasing
Performance Indicator Target: Academic Growth

Middle School student growth has increased in ELA from 2018-2022 (MGP in 2018=44.5; 2019=69; 2021=64.5; 2022=unknown). This is a notable trend because it was below the state expectation and now well above the state expectation. Note that not all grades took the CMAS ELA in 2021, only grade 7.

Trend Direction: Increasing then decreasing

Performance Indicator Target: Student Engagement

There is an increase in the attendance percentage from 2018-19 to 2020-21, but then a decrease in 2021-22 school year (attendance rate 2018-19=91.8%; 2019-20=91.9%; 2020-21=93.3%; 2021-22=90.7%). This is a notable trend because the the attendance rate was steadily improving until the most recent year.

Trend Direction: Increasing

Performance Indicator Target: Other

Student climate and culture has increased in the number of positive responses on the Panorama student culture & climate survey at each school between 2019 and 2022 (ES= 14 point increase; MS=13 point increase; HS=17 point increase) This is a notable trend because the percentage of positive responses in the categories of classroom community, classroom management, student learning, and student-centered learning environment have all steadily increased in every building.

Trend Direction: Decreasing
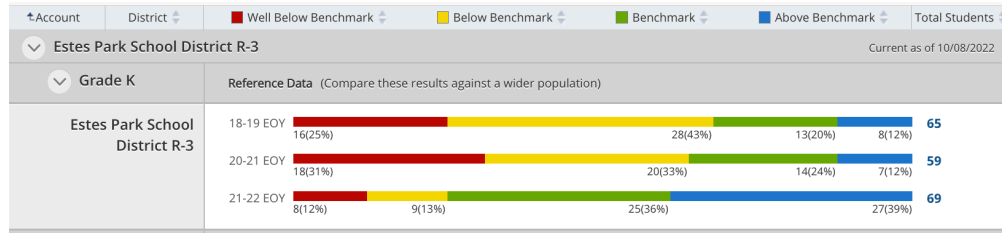
Performance Indicator Target: Other

Student feelings of hopelessness and depression is increasing meaning that there is a decline in the social-emotional wellness and mental health of our students in MS and HS. In response to the questions about depression in 2019 middle school students responded that 22.8% felt sad or hopeless for 2 weeks or more compared to 33% in 2021 (a 44.7% increase); 19.5% responded that they have considered suicide in 2019 compared to 25.3% in 2021 (a 29.7% increase); 5.2% responded that they have attempted suicide in 2019 compared to 10.2 in 2021 (a 96% increase). In 2019 high school students responded that 37.4% felt sad or hopeless for 2 weeks or more compared to 42.7% in 2021 (a 14% increase); 17.9% responded that they have considered suicide in 2019 compared to 25.8% in 2021 (a 44% increase); 4.9% responded that they have attempted suicide in 2019 compared to 12.6% in 2021 (a 157% increase).

Trend Direction: Decreasing

Performance Indicator Target: Other

There is a decline in enrollment for gifted students from 7.5% to 4.8% between 2017-18 school year and 2021-22 school year. (percent of population 2017-18=7.5%, 2018-19=7%, 2019-20=6.2%, 2020-21=5.4%, 2021-22=4.8%

Additional Trend Information:

Account	District	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	Total Students
Estes Park School District R-3					Current as of 10/08/2022	
Grade K		Reference Data (Compare these results against a wider population)				
Estes Park School District R-3	18-19 EOY	16(25%)	28(43%)	13(20%)	8(12%)	65
	20-21 EOY	18(31%)	20(33%)	14(24%)	7(12%)	59
	21-22 EOY	8(12%)	9(13%)	25(36%)	27(39%)	69

Kindergarten Dibels achievement data 2018-19 to 2021-22. Note: there was no EOY assessment in 2020 due to school shutdown.

Root Causes and Priority Performance Challenges

Priority Performance Challenge: High Impact Instruction

After analyzing the trends in state and local assessment data, there is need to focus on academic achievement in math and ELA at all schools and most notably the elementary school. In combination with observational data from around the district, there is a need to align classroom learning targets with the academic rigor reflected in the Colorado Academic standards. Mathematical reasoning and extended writing are two major areas of focus because we are seeing the largest gaps in student achievement in these two subscore areas.

Root Cause: Aligning learning targets to reflect the rigor of the academic standards

There is a lack of consistency across the district on aligning classroom learning targets to reflect the rigor of the Colorado Academic Standards.

Root Cause: Common Protocols Used in PLCs

There is a lack of consistent protocols used across the district to reflect on student work and set collective expectations for student learning.

Root Cause: Professional Learning on Promising Instructional Practices

Increased support for teachers and alignment of promising instructional practices is needed across the district.

Root Cause: Student-led Learning and Student Agency

There is a need for increased opportunities for student agency and student leadership in classrooms so students take ownership and action for their own learning.

Priority Performance Challenge: Attendance & Student Engagement

Analysis of attendance data reveals that there is a need to focus on re-norming expectations for attendance with teachers, students, and families. In addition, we have identified inconsistencies in the way data on school attendance is gathered among the different buildings and inconstancies in the response to chronically absent students.

Root Cause: Consistent and Accurate Data Collection

Lack of consistent and accurate data collection across the district regarding student attendance.

Root Cause: Recalibrating MTSS Processes and Structures

A need to develop structures to leverage data to identify places that are getting results and share data with key stakeholders to find solutions and effective interventions.

Priority Performance Challenge: Culture & Collective Efficacy

Analysis of our climate and culture survey as well as the HKCS supports a need to focus on creating a positive culture of belonging and collective school culture. In addition, there is a need to focus on the mental health and social-emotional wellbeing of the student and staff population.

Root Cause: School Pride, Culture, and Climate

There is a need to identify our core values and implement celebrations, routines, rituals, actions, ceremonies and traditions aligned to our values.

Priority Performance Challenge: Communication

Observational data and feedback from all stakeholder groups has made clear the need to build a district communication plan that includes 2-way communication between the school and its various stakeholder groups.

Root Cause: District Communication Plan

No communication plan exists in the district and there is a need to develop systems and structures for communication from the district and between stakeholders.

Priority Performance Challenge: Gifted Programming

There is a need to refine our practices of identifying gifted students to establish equity in the identification process of the gifted population so it is more representative of the student population. Identify needs for professional development around gifted education and differentiation, set up a timeline for this professional development and begin implementation.

Root Cause: Gifted Identification Process

There is a need to re-evaluate the process of identifying gifted students throughout the district to align with more inclusive practices.

Magnitude of Performance Challenges and Rationale for Selection:

During the 2021-22 school year, several listening sessions were held different stakeholder groups including students, parents, teachers, instructional coaches, and administrators. District administrators took all the data from these listening sessions and performed a thematic analysis identifying 18 different themes. Then the team turned to research to identify the themes that would have the most impact on school improvement selected the following themes: attendance, culture, evidence-based instruction, communication, and collective efficacy among staff. The team combined this data collection with district data on student behavior, social-emotional and mental wellness, attendance, academic growth, and academic achievement. The team looked for trends in this data noted in our trends statements. As a result the 5 performance challenges were identified and vision statements drafted for each of these performance challenges.

Magnitude of Root Causes and Rationale for Selection:

During the 2021-22 school year, several listening sessions were held different stakeholder groups including students, parents, teachers, instructional coaches, and administrators. The team used a protocol to discover "what is right?", "what is wrong?", "what is missing?" and "what is confused?" District administrators took all the data from these listening sessions and performed a thematic analysis identifying 18 different themes. Then the team turned to research to identify the themes that would have the most impact on school improvement selected the following themes: attendance, culture, evidence-based instruction, communication, and collective efficacy among staff. The team combined this data collection with district data on student behavior, social-emotional and mental wellness, attendance, academic growth, and academic achievement. The team looked for trends in this data noted in our trends statements. Using all of this qualitative and quantitative data collection and a 5-whys protocol, the team identified the root causes having the most impact on the barriers identified in the priority performance challenges.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan

High Impact Instruction Aligned to the Rigor of the Standards

Describe what will success look like: Vision Statement: Instruction will reflect expectations aligned to the rigor of the CAS and GOs and reflect promising practices that have high impact on student learning and achievement. Deliverables: (1) Analyze learning targets to reflect the rigor of Colorado Academic Standards (CAS) and our Global Outcomes (GOs). (2)Establish common protocols to examine student products in PLC meetings. (3) Create an instructional playbook of promising practices for

each building and communicate it to all stakeholders. (4) Implement opportunities to showcase and share when teachers exemplify promising practices, as well as, student product models, rubrics, etc. (5) Formalize a process to utilize instructional coaching.

Describe the research/evidence base supporting the strategy: Instruction will reflect promising practices that have high impact on student learning and achievement Repeatedly, the expectations that teachers have about the potential of their students to achieve at high levels has one of the highest effect sizes on student learning and the full-filling psychological effect is notable in several repeated research studies (Rubie-Davies et. al., 2006; Tenenbaum et. al., 2007; McKown et. al., 2008; Van Den Bergh et. al., 2010). Additionally, the belief that teachers share that they are the most influential factor in student learning and that they collectively impact student learning continues to have one of the highest effect sizes in education at 1.57 (Donohoo et. al., 2018). Instructional coaches provide just-in-time support to teachers and allows teachers to focus on a problem of practice and get positive results. The impact cycle of instructional coaching increases teacher efficacy (Knight, 2007). Focusing on this research to support teacher efficacy and ensuring our learning targets are aligned with the high level of rigor identified in the state standards will have high impact on our improvement strategies. References Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Corwin Press. Donohoo, J., Hattie, J., & Eells, R. (2018). The power of collective efficacy. Educational Leadership, 75(6), 40-44. Rubie-Davies, C., Hattie J., & Hamilton R., British Journal of Educational Psychology, Vol. 76, No. 3, 2006, pp. 429-444. Tenenbaum, H. & Ruck M., Journal of Educational Psychology, Vol. 99, No. 2, 2007, pp. 253-273. McKown C. & Weinstein R., Journal of School Psychology, Vol. 46, No. 3, 2008, pp. 235-261. Van Den Bergh, L., Denessen, E., Hornstra, L., Voeten M., & W. Holland, R., American Educational Research Journal, Vol. 47, No. 2, 2010, pp. 497-527.

Strategy Category:

Associated Root Causes:

Aligning learning targets to reflect the rigor of the academic standards:
There is a lack of consistency across the district on aligning classroom learning targets to reflect the rigor of the Colorado Academic Standards.

Common Protocols Used in PLCs:
There is a lack of consistent protocols used across the district to reflect on student work and set collective expectations for student learning.

Student-led Learning and Student Agency:
There is a need for increased opportunities for student agency and student leadership in classrooms so students take ownership and action for their own learning.

Professional Learning on Promising Instructional Practices:

Increased support for teachers and alignment of promising instructional practices is needed across the district.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
k-2 Reading Intervention	Implementation of state-approved curriculum and intervention	07/01/2022 05/26/2023 Weekly	Principals, Teachers, Reading Interventionists	
Improve Learning Target Expectations	Each staff member analyze learning targets to reflect the rigor of Colorado Academic Standards (CAS) and our Global Outcomes (GOs). Through observations and walk throughs, collect data on the rigor of classroom learning targets.	08/01/2022 05/20/2022 Quarterly	Superintendent, Director of Instruction, Principals, Instructional Coaches	In Progress
Create Instructional Playbook for Teachers	Create an instructional playbook of promising practices for each building and communicate it to all stakeholders.	09/30/2022 12/16/2022 Weekly	Superintendent, Director of Instruction, Principals, Instructional Coaches	In Progress
Instructional Coaching Process	Formalize a process to utilize instructional coaching.	10/07/2022 12/16/2022 Weekly	Instructional Coaches, Director of Instruction	In Progress

Exemplify Promising Practice	Implement opportunities to showcase and share when teachers exemplify promising practices, as well as, student product models, rubrics, etc.	10/12/2022 05/31/2022 Monthly		Superintendent, Executive Assistant, Director of Instruction, Principals, Instructional Coaches	In Progress
Common PLC Protocols	Establish common protocols to examine student products in PLC meetings.	10/19/2022 06/30/2023 Monthly		Instructional Coaches, Director of Instruction	In Progress

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
k-12 Reading Intervention	1. All k-3 teachers complete a state-approved READ-Act Training July 1, 2022 2. All k-3 teachers are trained in Orton Gillingham-Institute for Multi-Sensory Education, LLC August 25, 2022 3. Reading Relaunch teachers are trained in Orton Gillingham - Yoshimoto Orton Gillingham Phonological & Phonemic Awareness and Phonics & Word Study 4. All p-6 grade teachers and interventionists are trained in SIPPS - reading intervention - October 6, 2022 5. Curriculum training in state-approved Center for the Collaborative Classroom - Being a Reader, Second Edition for all new k-6 teachers August 25, 2022. 6. Peer instructional Rounds throughout the year to reflect on implementation of the curriculum. 7. Quarterly Data dialogues - Quarterly 8. End of year Evaluation - May 26, 2022	07/01/2022 05/26/2023	Center for the Collaborative Classroom - Being a Reader, Second Edition (2021) SIPPS Intervention Orton Gillingham-Institute for Multi-Sensory Education, LLC	Principals, Teachers, Reading Interventionists	
Improve Learning	1. Observe learning targets throughout the district via walkthrough observations - October 31, 2022 2. Share data gathered with principals and instructional coaches - November 15, 2022 3. Plan professional learning needed for staff members - January 31,	09/15/2022	Walk through data	Superintendent, Director of Instruction, Principals,	In Progress

Target Expectations	2022 4. Observe learning targets throughout the district via walkthrough observations - April 15, 2022 5. Plan next actions steps for professional learning with teachers - May 15, 2022	05/15/2023	collection sheet.	Instructional Coaches, Teachers	
Create Instructional Playbook for Teachers	1 Build a protocol that we can use with staff to engage them in creating our instructional model. 9/30/2022 2 Deliver protocol/hold conversations with staff and gather feedback from staff regarding instructional model 10/3/2022 3 Build a 1-pager for staff and Communicate back to staff the results of the protocol/learner. 10/15/2022 4 Get feedback from stakeholder group of parents or DAAC regarding our 1-pager, find out what is not clear and make changes 10/30/2022 5 Develop a product/publication for parent stakeholders (1-pager) 11/15/2022 Deliver a protocol for staff or PLCs to use to interogate their learning target expectations reflect the rigor of the CAS standards,. 6 Aggregate the promising practices that have been previously identified across buildings with Principals and Instructional Coaches 12/1/2022 7 Compile and draft instructional model playbook for each building 12/16/2022	09/30/2022 12/16/2022	Protocols from SRI Evidenced Based Practices gathered together from multiple resources.	Superintendent, Director of Instruction, Principals, Instructional Coaches, Teachers	In Progress
Common PLC Protocols	1 Evaluate and explore current and proposed student data protocols 10/19 - have data; 10/05 have tool to collect data 2 Determine top 3 protocols - Google Form 10/19/2022 3 Present protocols to each building leadership team for feedback and input on selections process. 11/18/2022 4 Determine protocol for each building 12/2/2022 5 Evaluate professional development needs for PLC membership 1/27/2023 6 Develop or secure professional development 2/24/2023 7 Deliver professional development for protocol implementation 3/17/2023 8 Implement selected protocol at site 4/21/2023 9 Building leadership team will review implementation to identify any additional needs for PLC team. 5/26/2023 10 Reports findings to district leadership for ongoing support and adjustment 6/30/2023	10/05/2022 06/30/2023	PLC Handbook. Gathering of protocols from SRI, PBLWorks, and other resources. Student work samples.	Instructional Coaches, Director of Instruction.	In Progress

Instructional Coaching Process	1 Develop the "what" of instructional coaching. and align with coaching team 10/7/2022 2 Develop the "why" of instructional coaching and align with coaching team 9/30/2022 3 Develop success criteria for a coaching cycle and align with coaching team 9/30/2022 4 Develop a system for access to instructional coaching and communicate with all staff (Look at Calendly for sign-up options) 10/14/2022 5 Develop expectations regarding who and how to access coaching cycles and calibrate with coaches and principal team. and unveil to teachers 10/14/2022 6 Share what teachers can expect to gain from a coaching cycle with a coach and calibrate with coaches and principal team, and unveil to teachers 10/14/2022 7 Coaches and principals create a process for identifying areas of instructional need for each teacher, and alignment with district/school goals/vision. 11/18/2022 10 Reflect on coaching cycle with teacher, coach and/or principal. 12/16/2022 11 Coaching team evaluates plan and develops next steps. 12/16/2022	10/07/2022 12/16/2022	Instructional Coaching Handbook and Resources	Instructional Coaches, Director of Instruction	In Progress
	1 Current state - discuss as a principal PLC - what practices do we have in place to showcase and share when teachers exemplify promising practices and high quality student work. Additionally, brainstorm ideas to showcase teacher and student work in the 22-23 school year 2022-10-12 2 Use brainstorm list to develop commitments to showcase teacher and student work in each school 11/2/2022 3 Positive Post Notes - have superintendent executive assistant make fun note pads for each admin and coach 11/30/2022 4 Seek out Director of Instruction's support in re-invigorating EPSD Monthly Teacher Spotlights 11/30/2022 5 Each School plans at least one celebratory, asset based sharing event per semester - Props walks, Teachmeet, that allows and empowers teacher showcasing 12/16/2022 6 Devleop a district wide "Pineapple Chart" to invite each other into classrooms and		Software systems	Superintendent, Director of	

Exemplify Promising Practice	learning spaces to celebrate and learn across the distrit 1/15/2023 7 Work with the communication team to reinvigorate the #exEPtionalEPSD campaign on social media, emails and s'mores with an expected frequency 2/24/2023 8 Get district swag for each Global Outcome for admin and coaches to hand out and showcase when demonstrated by staff 4/28/2023 9 Celebrations of Learning - Teacher and students 5/31/2023 10 Create a 3 question form for administrators to use during End of Year Convos with each teacher to measure Colllective Efficacy and impact of showcasing throughout the year 4/15/2023 By May of 2023, teachers will be able to share ways that teacher successes are showcased in EPSD, strategies they learned from colleagues, and describe colleagues' assets as demonstrated in a 3 simple question protocol during in End of Year Conversations with Administrators.	10/11/2022 04/15/2023	S'more, Blackboard, etc.	Instruction, Principals, Instructional Coaches.

(Status: In Progress)

Culture and Collective Efficacy

Describe what will success look like: Vision Statement: Environments are warm, welcoming and reflective of our values and create a culture of belonging focused on positive outcomes for students. Deliverables: (1) Create and implement celebrations, routines, rituals, actions, ceremonies, and traditions that build and sustain our culture. (2) Identify our district core values and ensure they are integrated into daily life at EPSD. (3) Create a district-wide culture campaign with committees in each building .

Describe the research/evidence base supporting the strategy: Environments are warm, welcoming and reflective of our values and create a culture of belonging focused on positive outcomes for students. The culture and climate of the school can be overlooked, but has tremendous impact on the success and wellbeing of students. There are many factors such as relationship among students, staff, families, and community, believe, values, routines, rituals and behaviors (Shafer, 2018; Grant et. al., 2021). Building a strong school culture is critical area of focus for Colorado schools according to the Understanding and Cultivating a Positive School Climate: A White Paper published by CSU (2021) that identifies guidance and tools for educators to support a positive school culture. Intentional focus on the positive climate and culture in all buildings across campus will lead to increased student success and academic outcomes. References: Grant, W., Ross, B., Bennett, D., Hall, T., Morse, K., & Adrian Goodman, A., (2021) Building and Sustaining a Positive School Culture.
ASCD. https://www.scascd.org/post/building-and-sustaining-a-positive-school-culture Shafer, L., (2018) What makes a good school culture?. Harvard Graduate School.

https://www.gse.harvard.edu/news/uk/18/07/what-makes-good-school-culture Alexis R. Hansen, BS, Katelyn Branson, BS, Sabrina Duey, BS, Andrea Pulskamp, MPA, Bethany Rigles, PhD, Rebecca Toll, MNM, Nicole Mingola, BS, Nathaniel R. Riggs, (2021) Understanding and Cultivating a Positive School Climate: A White Paper. Colorado State University Prevention Research Center. https://drive.google.com/file/d/1GNe1ZxhqjbquY120xIDLhuIl52QSlnM8/view

Strategy Category:

Associated Root Causes:

School Pride, Culture, and Climate:
There is a need to identify our core values and implement celebrations, routines, rituals, actions, ceremonies and traditions aligned to our values.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Stakeholder Feedback	Develop a system to gather stakeholder feedback on assets, values, and barriers to attendance in our community	09/01/2022 12/16/2022 Quarterly	Superintendent, Principals	In Progress
Building-Level Attendance Teams	Form building-level attendance teams to look at data regularly	10/31/2022 02/17/2022 Weekly	Principals and Building Attendance Teams	In Progress
Staff Attendance	Create staff attendance expectations and incentives.	10/31/2022 03/03/2023 Monthly	Superintendent, Executive Assistant, Meet & Confer	In Progress

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status

Stakeholder Feedback	Define this as a focus for SAC committees and communicate it 10/30/2022 Develop a plan to gather student groups for gathering feedback 10/31/2022 Create a clear protocol for principals and office staff to use to correctly report daily attendance and hold all staff accountable for correctly reporting attendance. 12/2/2022 Develop a protocol to lead the stakeholder conversations 10/10/2022 Use the protocol in our ESAC, MSAC, and HSAC committee to get feedback. Use it in our student groups 10/12/2022 Launch a survey to parents/guardians and students. 10/31/2022 Develop a script for office staff to use when parents report absences so we can collect more accurate data on why students are absent. 12/1/2022 Gather attendance data from parent excuses and montior and track it monthly with our attendance teams at buildings Ongoing - May 2023 developing an online form for attendance reporting with data-collecting questions. 12/1/2022 Gather a district-wide attendance committee to review all the data collected and plan next steps 10/15/2022 Cross reference Panorama, HKCS, Attendance, Grades, and other relevant data to see if there are overarching patterns to student absenteeism in our district. 12/1/2022	09/01/2022 12/16/2022	PSAC, ESAC, MSAC, HSAC, DAAC committees, Protocol and tool for gathering data.	Superintendent, Principals	In Progress
Building-Level Attendance	1 Establish district-level attendance committee with regular meetings 2022-10-31 2 Review any existing policies and procedures used regarding attendance and review current attendance data 2022-11-11 3 Research best practices/Attendance Works/successful systems 11/8/2022 4 Develop district wide attendance procedures that align to policy criteria and data to start attendance/truancy process (consider a tiered system and ways to reach severe cases; partner with Restorative Justice, SRO and community partners) 11/8/2022 5 Communicate policy and actions to all stakeholders 11/11/2022 6 Form building-level attendance teams to look at data regularly	10/31/2022 02/17/2023	Attendance Works Resources, Power	Principals and Attendance	In Progress

Teams	11/18/2022 7 Teams determine protocols, timelines, and dialogues to progress monitor student attendance 12/16/2022 8 Building-level teams calibrate with MTSS teams and PLCs 1/31/2023 9 District team adopts a tiered system of support for improving attendance 3/31/2023 10 Refine MTSS systems and structures within each school and communicate to all stakeholders. 1/1/2023 11 create an attendance flowchart 2/17/2023		School, Performance Matters	Teams, IT& Data Managers & Coordinators
Staff Attendance	1 Meet with Human Resources to get clarity on sick leave vs personal days (Gather and analyze current and historical--2017-18 school year to now--staff attendance data) 10/31/2022 2 Reach out to other districts to look at their sick leave/personal day/mental health expectations, practices, etc. 10/31/2022 3 Create and deliver an anonymous staff survey regarding perception of attendance and leave 10/31/2022 4 Gather and analyze data around staff attendance; identify trends (graph over time, differentiated by building) 11/15/2022 5 Gather and compare data from other districts (Eaton, Valley, Summit, Thompson, Poudre; Talk with Kim to get this data 12/2/2022 6 Identify root cause(s) around staff absences 12/2/2022 7 Develop a teacher committee (start with Meet and Confer) to analyze data, determine root causes and work towards developing expectations, clarity, solutions, and incentives 1/27/2023 8 Propose changes, solutions, incentives, etc. based on findings 3/3/2023	10/31/2022 03/03/2023	Human Resources. Research from other districts, Data collected from Frontline, Staff feedback	Superintendent, Human Resources, Meet & Confer Committee In Progress

Attendance and Student Engagement

Describe what will success look like: Vision Statement: Purposeful, targeted, and meaningful systems and protocols will be used to respond to absences and identify barriers and provide a wide range of resources both internal and external for students and families. Deliverables: (1) Form building-level attendance teams to look at data regularly (2) Create staff attendance expectations and incentives. (3) Develop a system to gather stakeholder feedback on assets, values, and barriers to attendance in

our community.

Describe the research/evidence base supporting the strategy: Purposeful, targeted, and meaningful systems and protocols will be used to respond to absences and identify barriers and provide a wide range of resources both internal and external for students and families Attendance Works and the Everyone Graduates Center (2016) published some research and rational for taking a collective action to make positive impacts on chronic absenteeism. The research suggests the following steps: Step 1. Invest in consistent and accurate data collection. ; Step 2. Use data to understand need and disproportionate impact in order to target resources. ; Step 3. Leverage data to identify places that are getting results.; Step 4. Share data with key stakeholders. ; Step 5. Equip stakeholders to unpack barriers and take action. ; Step 6. Create shared accountability. This is the research model we are adopting in our improvement plan. References: Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence, Attendance Works and Everyone Graduates Center, September 2016.

Strategy Category:

Associated Root Causes:

Consistent and Accurate Data Collection:
Lack of consistent and accurate data collection across the district regarding student attendance.

Recalibrating MTSS Processes and Structures:
A need to develop structures to leverage data to identify places that are getting results and share data with key stakeholders to find solutions and effective interventions.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Core Values	Identify our district core values and ensure they are integrated into daily life at EPSD	09/01/2022 08/15/2023 Weekly	Student Core Group, Culture & Climate Committee, Superintendent, Principals	In Progress
Culture Campaign	"Create a district-wide culture campaign with committees in each building "	10/03/2022 06/30/2023 Monthly	Culture and Climate Committee, Principals	In Progress

| | Create and implement celebrations, routines, rituals, actions, ceremonies, and traditions that build and sustain our culture | 10/28/2022 05/25/2023 Monthly | Principals, Office Staff, Teachers, Superintendent, Culture Committee | In Progress |

Culture, Celebrations, Traditions, and Routines

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
Core Values	1 Identify district-level team w/ cross representation (i.e. focus group: staff, students and community members) 9/1/2022 2 develop a HS student focus group (PBL class of students want to take this on) 10/4/2022 3 student-developed survey to gather baseline data at secondary level 11/2/2022 4 Identify and review existing data and determine what additional data is needed 11/2/2022 5 Create a system of gathering, monitoring and assessing all stakeholders' sense of belonging 12/15/2022 6 Determine our collective values based on the information we've gathered 1/30/2023 7 Build a draft of a publication about our district culture and bout what we vision for our positive school culture and what role parents, students, staff, and community plan in being part of that positive culture 1/30/2023 8 Stakeholder feedback on identified values at all levels 2/15/2023 9 Publish publication regarding district culture and about what we vision for our positive school culture and what role parents, students, staff, and community plan in being part of that positive culture 3/31/2023 10 District-wide team develop an action plan 4/1/2023 11 Identify training needs and goals in order to execute action plan 5/1/2023 12 Develop or secure needed training 6/30/2023 13 Deliver agreed upon training 8/15/2023 14 Implement the plan 8/15/2023 Identify tools to progress monitor plan 8/15/2023	09/01/2022 08/15/2023	Student-created survey, monitoring system	Student core group, Culture & Climate Committee, Instructional Coaches, Superintendent, Principals	In Progress

Culture Campaign	1 Create a district committee that develops a district goal that defines the positive culture we want and intentional steps we want to take to get there. 10/3/2022 2 Begin events, staff meeting, with connection builder (culturally responsive/restorative) activity. Communicate this with district leadership. Ongoing. 10/3/2022 3 Identify current steps we are taking to improve district-wide culture and brainstorm additional ideas 11/2/2022 4 Each building create a "culture" committee to support the planning of intentional staff recognition, celebration, community building, etc. activities 11/30/2022 5 Plan intentional student recognition, celebration, community building, etc. activities (might overlap with other plan) 12/16/2022 6 Get student feedback/perceptions 1/20/2023 7 Get parent feedback/perceptions 2/17/2023 8 Each building track/collect data on the activities they do over the school year. - Frequency of activities, how many participate, etc. Ongoing throughout the year. 5/26/2023 9 Gather perception surveys and collect feedback from staff, students, and parents 5/26/2023 10 Reflect on data collected and plan for upcomign school year. 6/30/2023	10/03/2022 06/30/2023	Surveys, planning documents, Funding for recognition and celebrations	Culture and Committee, Principals	In Progress
Culture, Celebrations,	1 Inventory the rituals, routines, and ceremonies that we already currently have in place and identify any gaps for consistent community interaction. 10/28/2022 2 Identify who is involved in planning and executing the events. 10/28/2022 3 Communicate to our wider community our events 11/25/2022 4 Communicate expectations for staff participation 10/28/2022 5 Create celebration spaces on wall (or virtual) through the building to showcase students and staff. 2022-11-25 6 Plan 2-4 "during the school day events" for all students to participate in school pride district k-12. Examples may include have an event like a sportng event or concert, pep rally, ROARS assemblies, Buildings could shoot for monthy events. 10/31/2022 7 Inventory district wide the	10/28/2022 05/01/2023	Financial resources from community	Culture and Climate	In Progress

Traditions, and Routines	engagement with our community to support school pride/sprit and culture. 2/24/2023 8 Engage with the community to build community support, school spirit, and pride in our schools by identifying key people to help with this, meeting and brainstorming ideas to expand this(Eg. Flags during graduation, teacher appreciation banner, etc) Idea: one business each month adopts school spirit. 3/31/2023 9 Create and adminster a community survey for BOY and EOY growth 5/1/2022	organizations. Survey resources. Marketing	Committee. Superintendent, All Staff

Communication

Describe what will success look like: Vision Statement: There will be regular, frequent communication with all district stakeholders through a variety of media including engagement opportunities for two-way communication. Deliverables: (1) Staff in every building will create and implement a communication plan for increased 2-way communication with all stakeholders.

Describe the research/evidence base supporting the strategy: There will be regular, frequent communication with all district stakeholders through a variety of media including engagement opportunities for two-way communication. Feedback from our stakeholders has informed us that there are various barriers surrounding communication from the District and 2-way communication between the District and stakeholders. Currently our district has no communication plan. Our team has researched communication plans from seven different districts across the country to identify elements that we would like to incorporate into our communication plan. Our team is using the School Communication Planning Guide published by CampusSuite to provide research and guidance on an effective communication plan that we can implement with fidelity. References:School Communication Planning Guide Your how-to guide for making the most of today's communications channelsSchool Communication Planning Guide https://drive.google.com/file/d/1Qn4eEI8wGpHlelj449Z3EJ_LYITJ_w5T/view

Strategy Category:

Associated Root Causes:

District Communication Plan:
No communication plan exists in the district and there is a need to develop systems and structures for communication from the district and between stakeholders.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Communication Plan	Create a district-wide communication plan	06/21/2022 12/16/2022 Weekly	Superintendent, Director of Instruction, Communication Committee	In Progress

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
Communication Plan	1 Identify all our buckets. eg. crisis, media, staff, families (refer to Palmdale visual) 6/1/2022 2 Inventory what we have in place and who we have in place already. 6/1/2022 3 Identify the stakeholder groups within each bucket. students, staff, parents, wider community, media 6/1/2022 4 Identify the types of communications used for the stakeholders (refer to chart in Somers plan) 6/1/2022 5 Gather parent perceptions and experiences (what is the day in the life of the parent look like). Can leverage building accountability teams for this and for ongoing feedback as we implement the plan. 11/30/2022 6 Get Feedback from the district communication Committee 10/17/2022 7 Identify the person and the role they hold within our communication plan. (woodland heights) 11/2/2022 8 Review the plan and get feedback on the plan from staff. 11/30/2022 9 Review the communication plan in our Family handbook or Policies and see if we have anything we need to change/update 12/31/2022 10 Identify the regular and consistent communications that will come out of the schools and district. 12/31/2022 11 Final review of comm plan by committee in Dec to be able to present a final doc to distric by 12-31 12/31/2022 12 Share plan with the BOE 1/23/2023 13 Publish plan 1/31/2023 14 Adapt for each	06/01/2022 05/26/2023	Communication plan examples from other districts. Evaluation Tool,	Communication Committee, Superintendent, Directors, Principals, District and Building Accountability Committees	In Progress

building 2/1/2023 15 Monitor plan and gather feedback ongoing
through district communication committee 5/26/2023

Gifted Identification and Professional Learning

Describe what will success look like: Vision Statement: The population of students throughout the district identified as gifted will be representative of the student population demographics. Instruction will reflect expectations reflect promising practices that have high impact on student learning and achievement especially gifted learners. Deliverables: (1) Staff in every building will develop a plan to expand areas of identification, expand evaluation assessments and portfolios to contain a large body of evidence. (2) Provide professional development specific to support and instruction for GT students.

Describe the research/evidence base supporting the strategy: There is a long history of inequities of assessment and identification processes in identifying gifted students from underrepresented populations and solutions to this are best met using comprehensive approaches (Frasier, 1995; National Research Council, 2002. Professional Development opportunities such as Depth & Complexity and Start Seeing and Serving Underserved Gifted Students provide evidence based practice that is essential for gifted students but also beneficial for all students in the classroom. (Kaplan, 2012; Ritchotte et. al., 2020). Implementing this evidenced based practices increase the learning expectations for all students and provide differentiated instruction for gifted learners that is essential to their success. Training teachers in these high-impact instructional strategies will improve instruction throughout the district in every classroom. This approach improves instruction across the district and equips teachers with the tools and resources to provide tiered instruction for gifted students. References: Frasier, M. M., Passow, A. H., & Garcia, J. H. (1995). A review of assessment issues in gifted education and their implications for identifying gifted minority students. National Research Council. (2002). Minority students in special and gifted education. National Academies Press. Kaplan, S. N. (2012). Depth and complexity. In Fundamentals of gifted education (pp. 297-306). Routledge. Ritchotte, J., Lee, C. W., & Graefe, A. (2020). Start seeing and serving underserved gifted students: 50 strategies for equity and excellence. Free Spirit Publishing.

Strategy Category:

Associated Root Causes:

Gifted Identification Process:
There is a need to re-evaluate the process of identifying gifted students throughout the district to align with more inclusive practices.

Professional Learning on Promising Instructional Practices:
Increased support for teachers and alignment of promising instructional practices is needed across the district.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Gifted Identification	Identify underrepresented populations for gifted education.	09/01/2022 05/26/2023 Monthly	Director of Students Services, Gifted Coordinator, Instructional Coaches, Principals, Teachers	In Progress
GT Professional Learning	Provide professional development specific to support and instruction for GT students.	10/31/2022 06/30/2023 Monthly	Director of Students Services, GT Coordinator, Principals	In Progress

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
Gifted Identification	1 Identify current numbers of students in gifted that are ELD. 9/1/2022 2 Complete an overview of the State of GT and goals to admin team to build collective understanding of GT programming. 2022-10-31 3 Review and add to ID spreadsheet BOY MAP data. 10/14/22 4 Review data using ACCESS for ELLS guidance Include NEP, LEP, FEP, FELL and growth percentiles. 10/14/2022 5 Create referral support/document for classroom teachers of their ELD students. Collaborate with ELD teachers to create this. 11/1/2022 6 Recommend students for further GT identification during fall window. 11/18/2022 7 Set up training for referral support/document for each building. 12/1/2022 8 Schedule and complete identification eligibility with families; write Advanced Learning Plans for those who are eligible 12/6/2022 9 Review and add to ID spreadsheet MOY MAP data. 2/1/2023 10 Recommend students for further GT identification during spring window.	09/01/2022 05/26/2023	Depth & Complexity Resources and training, ALP plan templates and structures	Director of Student Services, Gifted Coordinator, Instructional	In Progress

	3/1/2023 11 Schedule and complete identification eligibility with families; write Advanced Learning Plans for those who are eligible 5/1/2023 12 Review current rates of identification of ELD students and CLD students and calculate the baseline for 2e and low socio-economic for the work following school year. 5/1/2023 13 Establish CogAT local norms time chart by May 2023 (started in 2022, need 5 years of data) 5/26/2023 14 Debrief with principal and UIP team to generate next steps for 23-24 school year. 5/26/2023				Coaches, Principals, Teachers
GT Professional Learning	1 Complete an overview of the State of GT and goals to admin team to build collective understanding of GT programming. 2022-10-31 2 Explore PD options (Depth & Complexity, Start Seeing and Serving Underserved Gifted Students, etc.) with principal team to create a plan. 2022-10-31 3 Meet with instuctional coaching team to review GT goals and support strategies in order to coach teachers effectively with their gifted students. Make connection to Global Outcomes. 11/1/2022 4 Develop a timeline for implementing Depth & Complexity professional learning in each buiding. 11/30/2022 5 Begin implementation of professional learning for selected staff 1/6/2023 6 Continue implementation of professional learning for all staff 3/6/2023 7 Get feedback from staff regarding the ways they are implementing D&C in the classroom 4/28/2023 8 Evaluate effectiveness of D&C professional learning & develop next steps 6/30/2023	10/31/2022 06/30/2023	Training and materials	Director of Student Services, Gifted Coordinator, Instructional Coaches, Principals	In Progress

Progress Monitoring: Student Target Setting

Priority Performance Challenge : High Impact Instruction

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Increase the percentage of Hispanic and ELD students enrolling in advance courses at the high school by 4% |
| | **2023-2024:** |

INTERIM MEASURES FOR 2022-2023:

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** The DIBELS mean composite score will increase by 4 points in each grade level from the previous year on the EOY assessment. |
| | **2023-2024:** The DIBELS mean composite score will increase by 4 points in each grade level from the previous year on the EOY assessment. |

INTERIM MEASURES FOR 2022-2023: The MOY assessment shows a 2 point increase in the composite score.

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: W

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Students will increase achievement on written expression sub-score by 5% or more. |
| | **2023-2024:** Students will increase achievement on written expression sub-score by 5% or more. |

INTERIM MEASURES FOR 2022-2023: 80-100% of students are showing improved scores on classroom writing rubric assessments in grades 3-8.

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Students will increase achievement on math explanation and reasoning by 5% or more. |
| | **2023-2024:** Students will increase achievement on math explanation and reasoning by 5% or more. |

INTERIM MEASURES FOR 2022-2023: 80-100% of students are showing improved scores on classroom math explanation and reasoning assessments in grades 3-8.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** The percent of students in grade k-2 reading at or above the benchmark on the Dibels assessment will increase by 8% in each grade-level. |
| | **2023-2024:** The percent of students in kindergarten, 1st, and 2nd grade reading at or above the benchmark on the Dibels assessment will increase by 8% from BOY to EOY assessment |

INTERIM MEASURES FOR 2022-2023: MOY assessment shows a 4% increase in students reading at or above grade level.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** School-wide academic growth percentile (MGP) will increase by 4 points on CMAS ELA assessment. |
| | **2023-2024:** School-wide academic growth percentile (MGP) will increase by 4 points on CMAS ELA assessment. |

INTERIM MEASURES FOR 2022-2023: The percent of students meeting targeted growth on NWEA maps assessment will increase by 4%.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** School-wide academic growth percentile (MGP) will increase by 4 points on CMAS Math assessment. |
| | **2023-2024:** School-wide academic growth percentile (MGP) will increase by 4 points on CMAS Math assessment. |

INTERIM MEASURES FOR 2022-2023: The percent of students meeting targeted growth on NWEA maps assessment will increase by 4%.

PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Culturally and linguistically diverse students will increase their median academic growth percentile (MGP) by 4 points on the CMAS math assessments |
| | **2023-2024:** Culturally and linguistically diverse students will increase their median academic growth percentile (MGP) by 4 points on the CMAS math assessments |

INTERIM MEASURES FOR 2022-2023: The percent of culturally and linguistically diverse students meeting fall to winter targeted growth will increase by 8% on NWEA math assessments.

PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: R

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Culturally and linguistically diverse students will increase their median academic growth percentile (MGP) by 4 points on the CMAS ELA assessments |
| | **2023-2024:** Culturally and linguistically diverse students will increase their median academic growth percentile (MGP) by 4 points on the CMAS ELA assessments |

INTERIM MEASURES FOR 2022-2023: The percent of culturally and linguistically diverse students meeting fall to winter targeted growth will increase by 8% on NWEA reading assessments.

Priority Performance Challenge : Attendance & Student Engagement

PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Truancy

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Decrease truancy rate by 0.5% or more |
| | **2023-2024:** Decrease truancy rate by 0.5% or more |

INTERIM MEASURES FOR 2022-2023: Monthly monitored attendance report reveal an improvement in attendance for chronically absent students by 10% Monthly monitored attendance report reveal a decrease in truancy rates each month(unexcused absences).

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Improve staff attendance by 8% or higher |
| | **2023-2024:** Improve staff attendance by 8% or higher |

INTERIM MEASURES FOR 2022-2023: Monthly monitoring of staff attendance reveals an improvement in staff attendance

Priority Performance Challenge : Culture & Collective Efficacy

PERFORMANCE INDICATOR: Student Behavior

MEASURES / METRICS:

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** Student feelings of hopelessness and depression will decrease by 5% or more on the next HKCS |
| | **2023-2024:** Student feelings of hopelessness and depression will decrease by 5% or more on the next HKCS |

INTERIM MEASURES FOR 2022-2023: Counseling data reveals 5% decline in visits to the counselor for feelings of hopelessness and depression.

 PERFORMANCE INDICATOR: Student Behavior

MEASURES / METRICS:

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** The percent of favorable responses on our climate and culture Panorama survey will improve by 5% or more for staff and students |
| | **2023-2024:** The percent of favorable responses on our climate and culture Panorama survey will improve by 5% or more for staff and students |

INTERIM MEASURES FOR 2022-2023: Conversations and check-in's with students and parents show improved satisfaction with school culture and climate.

 PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

| ANNUAL PERFORMANCE TARGETS | **2022-2023:** The next TLCC Survey will have a 5 point or more increase in positive responses regarding community engagement. |
| | **2023-2024:** The next TLCC Survey will have a 5 point or more increase in positive responses regarding community engagement. |

INTERIM MEASURES FOR 2022-2023: Volunteers and Visitors in the school increase each quarter.

 Priority Performance Challenge : Communication

 PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

2022-2023: Survey results from the community reveal an improvement in communication by 5% more favorable responses.

2023-2024: Survey results from the community reveal an improvement in communication by 5% more favorable responses.

INTERIM MEASURES FOR 2022-2023: The school district receives fewer complaints regarding the lack of communication.

Priority Performance Challenge : Gifted Programming

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2022-2023: Median Growth Percentile (MGP) for gifted students increased 5 points in 2022-23 school year on the math CMAS assessment.

2023-2024: Median Growth Percentile (MGP) for gifted students increases 5 points in the 2023-24 school year on the math CMAS assessment.

INTERIM MEASURES FOR 2022-2023: Monitor NWEA math scores for gifted students to ensure all gifted students are meeting projected growth goals in the mid-year and end-of-year NWEA maps assessments. Create goal sheets with students to track progress.

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2022-2023: By the end of the 2023-24 school year, our identified ELD/CLD subpopulation will be within Ford's Representation Index of .4- 0.8 when comparing our ELD/CLD subgroup with our total GT enrollment.

2023-2024: By the end of the 2023-24 school year, our identified ELD/CLD subpopulation will be within Ford's Representation Index of .8- 1.2 when comparing our ELD/CLD subgroup with our total GT enrollment.

INTERIM MEASURES FOR 2022-2023: Referral document for teachers for ELD & CLD students, GT ID spreadsheets, State demographics reports