

UIP Working Document

This document allows group editing on the UIP.

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Brief Description

Brief Description provides a summary of the school or district and background information that helps the reader understand the context, focus of the school, and process that the school or district used to involve stakeholders in the development of the UIP.

It may include elements such as:

- School Mission/Vision/Design
- Demographic Shifts
- Leadership/Staffing Changes
- Geographic Location/Community Notes
- For combined plans, make sure to mention each of the schools in the district

The Colorado Springs School District 11 combines the best aspects of the city of Colorado Springs with multiple, high quality educational opportunities. Positive aspects of the district include:

1. **Diverse Educational Options:** The district Academic Master Plan ensures opportunities to offer a wide range of educational programs, including traditional public schools, charter schools, and alternative education options. This diversity allows parents and students to choose the educational environment that best suits their needs and interests.
2. **Academic Excellence:** Many of the schools in District 11 have a strong academic reputation and offer rigorous coursework, Advanced Placement (AP) classes, International Baccalaureat (IB) and a variety of extracurricular activities to challenge and engage students. This year, the district cut the number of schools on Turnaround and Priority Improvement by nearly half, from 15 schools to 9 schools.
3. **Extracurricular Opportunities:** The district provides numerous extracurricular activities, including sports, clubs, and arts programs. Several district athletic venues received large overhauls, increasing capacity and functionality. This allows students to explore their interests and develop skills beyond the classroom.
4. **Support Services:** District 11 offers top-tier support services for students typically offers a range of support services for students, including special education, counseling, and resources for students with diverse learning needs. Multiple offices within support services have been acknowledged by the state for the quality of services including Special Education, and Gifted and Talented.
5. **Community Involvement:** Colorado Springs School District 11 benefits from strong community involvement and support from a variety of partners such as the Pikes Peak YMCA, Pikes Peak United Way, city government, and higher education. These partnerships with local organizations create opportunities for students, and additional resources for schools. For example, in partnership with Pikes Peak State College, the Mitchell Promise was developed which allows Mitchell HS students to take college-level courses at no cost.

6. Access to Outdoor Activities: Colorado Springs is known for its beautiful natural surroundings, and this can be a unique benefit for students in the district. Many schools have access to outdoor learning opportunities, and the region's natural beauty can enhance the overall quality of life for families. For example, Howbert Elementary and Coronado High School have vibrant outdoor education courses and programs.

7. Innovation: The district has a focus on innovative teaching methods and technologies to prepare students for the future job market. Staff actively participate in Design Thinking opportunities in the newly formed Design Lab space. School teams have developed strategic engagement programs for students, parent engagement opportunities, and innovative practices for improved attendance.

8. Quality Educators: High-quality teachers and staff are a crucial factor in any school district's success. District 11 often seeks to attract and retain talented educators to provide a strong learning experience for students. Teacher recruitment was significantly improved with passage of a starting salary of \$50K along with significant increases in pay across the district.

9. Safety: School safety is a top priority for any district. The district has made and continues to make significant investments in school safety and access. Specifically, large investments in security vestibules have been made at multiple elementary schools. Additionally, large investments have been made in interior safety and appearance. Many of these investments were made based on student interviews and input.

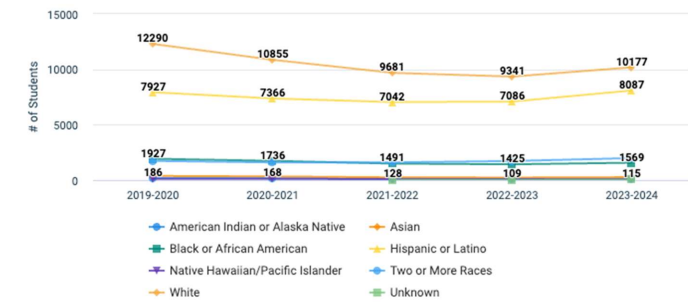
10. College and Career Readiness: Preparing students for success beyond high school is an important goal for the district offering resources and guidance to help students plan for their futures. Evidence includes the most robust Career and Technical Education programs in the state, multiple concurrent and dual enrollment opportunities, and robust Opportunity School pathways that offer non-traditional pathways of completion for all students.

District 11 is a large, urban/suburban school district located in Colorado Springs. The enrollment in D11 has decreased over time; however, it is still one of the largest districts in the region with an enrollment of 22,650 (including PK) per official student count data recorded October, 2022. Demographics of the district have changed over time. Title I schools are funded on the percentage of students eligible for free meals only.

The number of students that were enrolled in each school year.

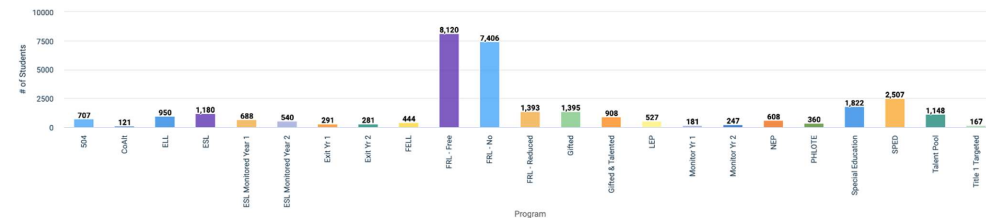


Shows the number of students in each group and how enrollment has changed over time.



How many students are being served by programs?

The number of students serviced by a program.



Those involved in the process of data analysis and interpretation include: content facilitators; Gifted and Talented Facilitator; Multilingual Facilitator; the Director of System Improvement; staff from the Education Insights office; Chief of Strategy and Data Acquisition, Area Superintendents; the Chief Academic Officer; the Title I Director; principals from Title I and Non-Title I schools; teachers; district staff; parents; students; and community members. The District Accountability Committee (DAC) Accreditation sub-committee reviews the District UIP document, makes recommendations to the UIP team, and advises the Board of Education prior to formal adoption before final submission to the Colorado

Department of Education (CDE) in October 2023. The recommendations from the DAC Accreditation sub-committee are incorporated into the document prior to presentation to the full DAC Committee.

The types of data reviewed and examined included: State performance and growth(CMAS/PSAT/SAT); District Performance Frameworks; District Growth Summary; demographic, enrollment and mobility data; Gifted and Talented data; University of Chicago 5 Essentials (5E) survey data; district-level assessment data; and data from community feedback.

Prior Year Targets

Prior Year Targets provides an opportunity to review student targets and improvement strategies from the previous plan and provide comments on progress.

Directions: Review student targets and Major Improvement Strategies from the previous year and provide a summary of what was successful and what may need to be updated or adjusted for this year. Consider to what extent improvement efforts in the past year impacted performance. For instance, were the strategies and action plan implemented as intended, and if so, did it have the desired effect? View the [Quality Criteria](#) for the Prior Year Targets section.

Reflection on Prior Year Student Targets and Major Improvement Strategies: Provide a summary of the progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

2023 results showed promising gains across the district. These gains reflect a concerted and targeted effort toward implementing Best First Instructional strategies. Gains included:

- Cutting the number of schools on Turnaround and Priority Improvement from 15 in 2022 to 9 in 2023
- Increasing the number of schools in Performance from 18 in 2022 to 29 in 2023
- Moving all 5 Turnaround schools up at least one performance level
- Moving 5 out of 8 middle schools to Performance

2022	Status	Turnaround	Priority Improvement	Improvement	Performance
blue = D11 Identified 2019 rating due to insufficient data in 2021	Elementary	2 Adams, Midland	8 Audubon, Columbia, Carver, Fremont, Martinez, Penrose, West ES, Twain	4 Jackson, McAuliffe, Wilson, Queen Palmer	16 Edison, Rogers, Steele, Stratton, Taylor, Freedom, Keller, King, Rudy, Scott, Bristol, BV, Chipeta, Howbert, Trailblazer, Grant, Henry, Madison, Monroe 19
	Middle	2 Gallego, West MS	2 Mann, Swigert	2 Holmes, Sabin	2 Russell, Jenkins, North 3
	High	1 Mitchell	0	3 Coronado, DHS, Palmer	0
	Totals	5	10	9	18
	*Note - Queen Palmer, Midland and West ES ratings from 2019 are used above as in 2021 on "in size" under 20 lead to no rating from CDE.				
2023	Status	Turnaround	Priority Improvement	Improvement	Performance
purple = indicates schools advancing in rating red = indicates school regressing in rating level	Elementary	1 Twain	3 Audubon, Columbia, Midland	6 Jackson, McAuliffe, Wilson, Carver, Penrose, Fremont	23 Edison, Rogers, Steele, Stratton, Taylor, Freedom, Keller, King, Rudy, Scott, Bristol, BV, Chipeta, Howbert, Trailblazer, Grant, Henry, Madison, Monroe, Martinez, Queen Palmer, Adams, West ES
	Middle	0	3 Mann, Swigert, Gallego	1 Sabin	5 Russell, Jenkins, North, Holmes, West MS
	High	0	2 Mitchell, Palmer	1 Doherty	1 Coronado
	Totals	1	8	8	29
	*Note - Charters and Opportunity Campus sites are not included above. Nor is Spark Online, as the 2022 rating was insufficient Data.				

Summary of Progress

Major Improvement Strategy 1: Coherence in Tier 1 Instruction

- **Goal: 6% scale score increase in ELA & Math** – Did not meet – overall a 2% increase in Math was noted, ELA remained flat
- **Goal: Gifted & Talented 1.5 years of growth** – Approached – overall G/T students saw 1.25 years of growth with MGPs of 59 and 57 in ELA and Math respectively
- **Goal: All schools achieve a 50 MGP minimum** – Did not meet - K-8: 38% (16 out of 42) met the goal in ELA, 50% (21 out of 42) met the goal in Math, 9-10: 60% (3 out of 5) met the goal in ELA, none in Math 11: 20% (1 out of 5) met in ELA, 40% (2 out of 5) met in Math
- **Goal: 5% scale score increase & 50 MGP for all subgroups**: Did not meet - No subgroup had more than a 2% gain in scale score in either ELA or Math, No subgroup had a 50 MPG or higher. Several approached with 47-48 in ELA or Math
- **Goal: Improve 4-year graduation rate by 3% per year**: Approached – Our 2022 4-year graduation rate improved 2.4 percentage points to 70.9%. When including completion rates, it improved to 72.5%.
- **Goal: All schools will increase average attendance rate by 2%**: - Met - Our 2022-23 average attendance rate of 91.2% improved by 3.3 percentage points from 2021-22 (87.9%)

Major Improvement Strategy 2: Community and Family Engagement

- **Goal: Increase the percentage of parents reporting positive teacher interaction to support their child's learning and development by 20%**: Did not meet - overall a 6 percentage point increase was seen in parents reporting weekly conversations on supporting their child's learning
- **Goal: All schools reach at least a 50% response rate in the 5E Parent and Family Survey**: Did not meet - District-wide, 28% of families participated in the survey

- **Goal: More than 50% of parents respond with “To a great extent” to “Your voice is valued at the school” and “You are an important part of improving the school”:** Approaching - 51% of parents reported feeling their voice is valued a great extent of the time, an 8 percentage point increase. 48% reported feeling they are an important part of improving the school, a 9 percentage point increase. Unfortunately, this measure did not meet our 50% goal.

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

Summary of the adjustments that you will make for this year's plan:

Adjustments for the 2023-24 plan will include the following:

- Continued focus on the 6 phases of learning model in BFI
- Apply targeted and well-supported support for text-first planning in support of ELA improvement
- Grow the use of student goal setting for a student's own academic performance using our district benchmark tools
- Continue to align teacher performance goals with rigorous academic outcomes
- Continue to seek parent and family input observations on ways that schools can best support their child's learning as well as involve families in the process to the greatest extent possible

Commented [KH1]: @ACEVEDO, TAMARA YVES @GALAYDICK, BRITTANY A can you guys add BFI and leadership symposium narrative here? This is all based on the prior model and is outdated

Current Performance

Current Performance:

- Describes historical and recent state and local data to understand the current state of the school or district.
- Includes acknowledgment of state rating and includes an analysis on School/District Performance Framework indicators, any [Every Student Succeeds Act \(ESSA\)](#) identification, performance for disaggregated student groups, and performance on local measures and expectations.
- Is the initial step in establishing the magnitude of need, or scale of change that follows in the rest of the plan.

CDE Resources: [Data Tools and Reports](#); [Using Non-Assessment Data](#); [Using Local Assessment Data: iReady](#); [Using Local Assessment Data: NWEA MAP](#); [Data Analysis for Small Student Populations](#)

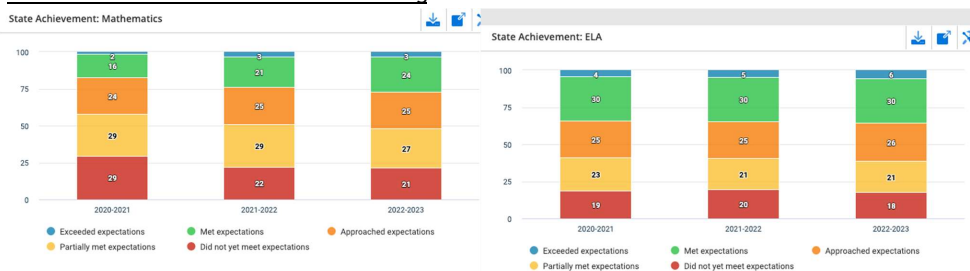
Directions: Review the SPF/DPF and local data. Acknowledge any areas where the school/district did not at least meet state/ federal expectations. At a minimum:

- Address areas where expectations were not met or areas where you would like to improve
- Provide a description of the magnitude of challenges

Some additional resources that may be helpful include: the district requirements (2nd tab), the [Performance Frameworks](#), the [District and School Dashboard](#). Consulting local data is also very important to this section. View the [Quality Criteria](#) for the Current Performance section. May include screenshots as appropriate.

2023 CMAS, PSAT, and SAT Results

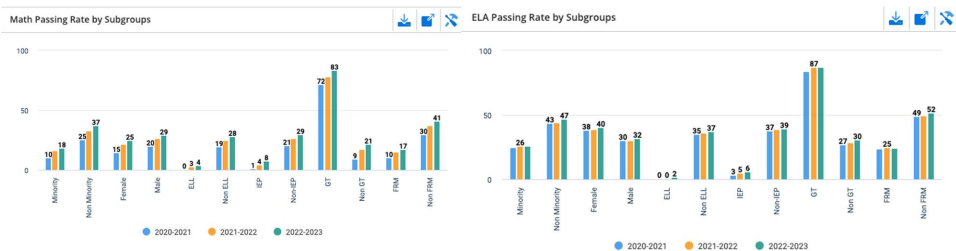
2023 CMAS Performance & Percent Passing



Overall, CMAS results in mathematics demonstrated that the passing rate for the district **increased** by 3% in the 2023 testing cycle with 24% meeting standards and 3% exceeding. The percent of students meeting or exceeding grade level standards has grown steadily over the last 3 years from 18% in 2021 to 27% in 2023.

In ELA, CMAS results have remained stable for the past two testing cycles with 30% meeting standards and 6% exceeding. The percent of students meeting or exceeding has grown slowly at 1% per year since 2021.

Expectations for the number of students meeting or exceeding grade level standards have not been met in math nor ELA with a 4% improvement in math from 2022 and a 1% improvement in ELA. The district target was 6 percentage point increase year over year. The percentage of students meeting or exceeding are also under the state benchmark.



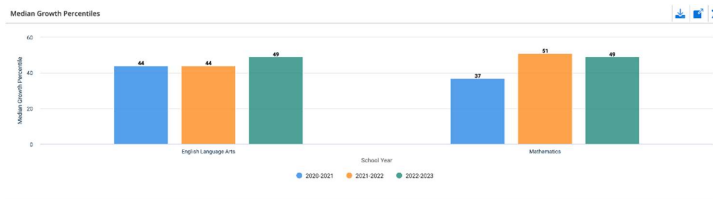
The percent of students passing (performing at grade level) by subgroup in math shows continued disparities between minority and non-minority students of 19%, 21% between IEP and non-IEP and 24% between economically disadvantaged student and non-economically disadvantaged. These gaps in subgroup performance are highly concerning and will be a major focus for improvement strategy implementation.

The percent of students passing by subgroup in ELA shows the same trend as in math. Minority compared to non-minority students have a 21% gap, IEP compared to non-IEP have a 35% gap, and economically disadvantaged students have a 27% gap. Again, these disparities are highly concerning and are a major focus of school improvement efforts.

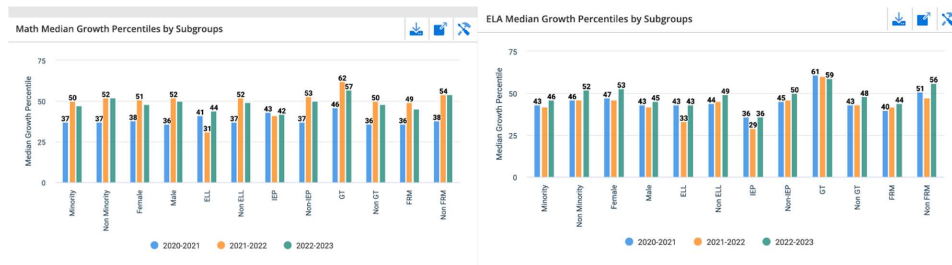
In aggregate, these results resulted in a small 0.4% increase in the District Performance Framework. The district's rating remains at Improvement with the district earning 47.5% of the total points available. Clearly, the large disparities in subgroup performance are the critical factor in keeping the district in Improvement. If even a 10% improvement can be seen next year across all subgroups, significant improvement will be noted on the district performance score.

2023 CMAS Growth

Growth on the CMAS test showed some promising trends but are still underperforming the district and state goals of at least 50 Median Growth Percentiles (MGP) across the district with, ideally, a 55 or higher MGP for gap closure. These goals were not met in 2023.

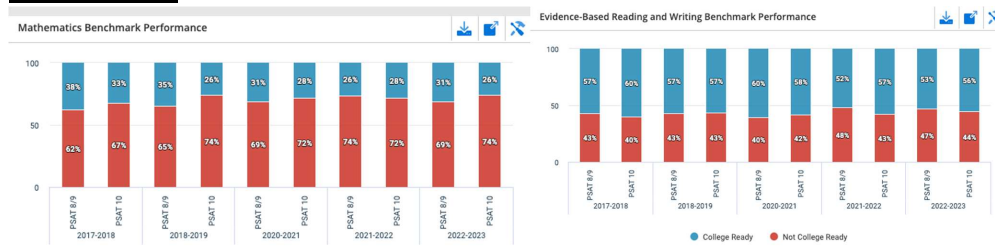


In ELA, students grew faster in 2023 than the previous 2 years and approached the district benchmark of a 50 MGP at 49. In Math, the district student growth slowed slightly at 49 which is down 2 MGP from the prior year. Again, this MGP is just slightly under the district and state benchmark expectation of 50. Unfortunately, gaps in performance will continue to widen with these MGP results.



Subgroup gaps in growth exist but are not as large as with performance. This indicates that students in our various subpopulations, while their performance remains low, are showing positive growth. For example, in math, minority student growth is only 5 median growth percentiles lower than non-minority students. IEP student growth lags significantly behind non-IEP students with a gap of 26 MGPs. Economically disadvantaged students are not growing near the rate of non-disadvantaged students with a gap of 22 MGP in ELA and 9 MGP in math. These trends are concerning and show the great need for strategic interventions to support students in our various subpopulations.

PSAT 8/9 and 10



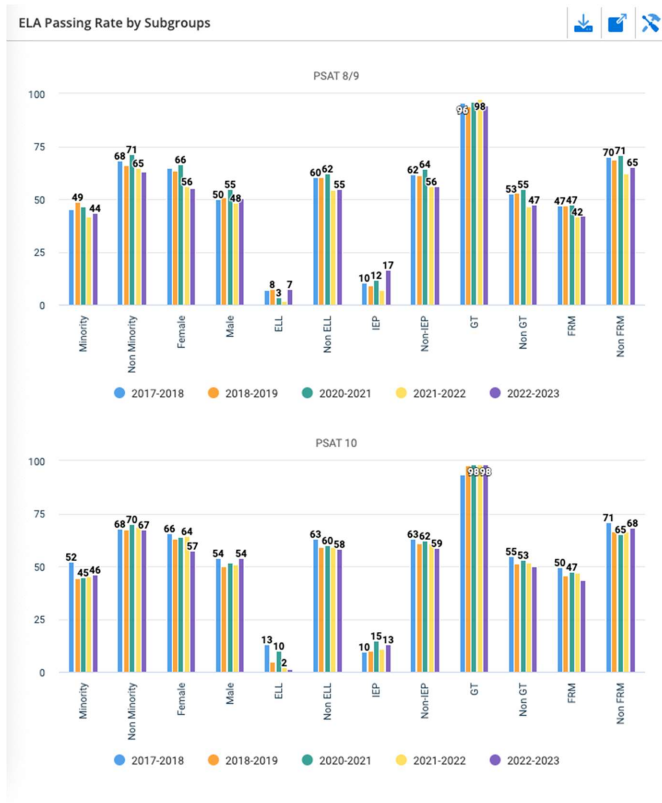
Overall, 2023 PSAT 8/9, and 10 mathematics results show a small up-tick in the percent of students showing college ready performance this year currently at 31% and 26% for 9th and 10th grades respectively. Year over year change can be noted in the above figure but overall, PSAT performance remains flat over the last 3 years.

In Evidence-Based Reading and Writing (EBRW), 2023 PSAT 8/9, and 10 results remain steady from 2022 with 53% College Ready in 9th grade, and 56% in 10th grade. Year over year change can be noted in the above figure.



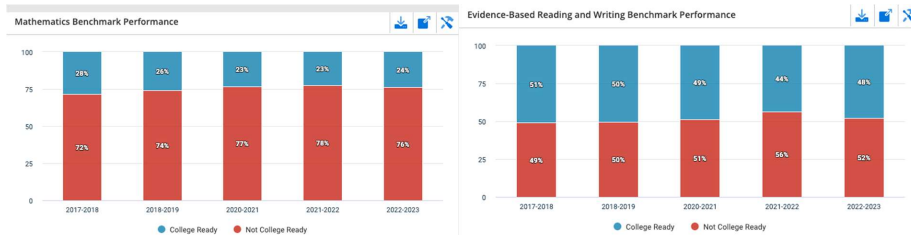
Percent passing by subgroup in PSAT scores shows the persistent issue of gaps in performance. In Math 8/9 there is a 17% gap in performance between minority students and non-minority. When comparing IEP students to non-IEP there is a 26% gap in percent passing. Among economically disadvantaged students compared to non-economically disadvantaged there is a 21% gap. Again, these gaps are unacceptable and must be a high priority in school and district-wide improvement.

When looking at PSAT 10 results, the gaps are similar. Comparing minority students to non-minority shows a 20% gap, IEP to non-IEP shows a 23% gap, and by economic disadvantage there is a 19% gap.



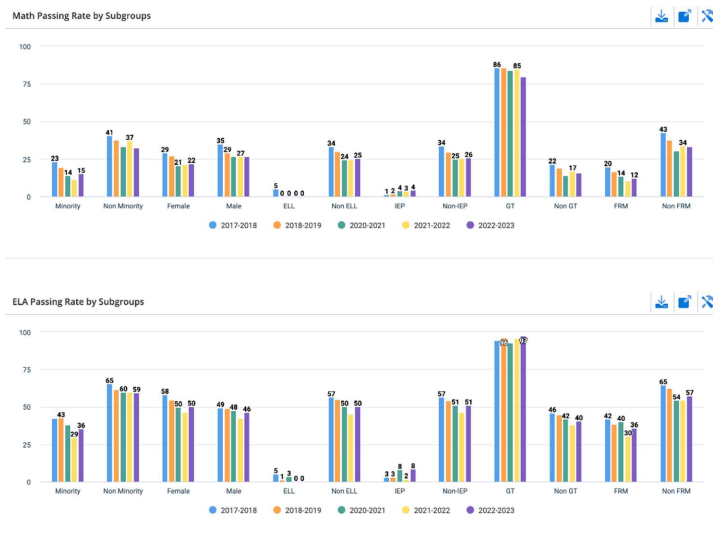
In ELA, gaps by subgroup persist in a similar fashion to math but slightly narrowed. When comparing minority students to non-minority there is a 19% gap among 9th graders, and a 21% gap among 10th graders in the number of minority students scoring at or above grade level. 9th grade IEP students compared to non-IEP 9th graders show a 39% gap while 10th graders show a staggering 46% gap with only 13% of 10th grade students with an IEP meeting or exceeding grade level expectations. 9th and 10th grade students experiencing economic disadvantage lag behind their non-economically disadvantaged peers by 23%. This issue is persistent, wide-spread, and systemic making it a top priority for all schools throughout the district.

SAT Grade 11



Overall, SAT results in mathematics remained flat from 2021-22, showing 24% college ready.

EBRW results showed a significant improvement with a 4 percentage point increase in the number of 11th grade students scoring college ready.



When looking at SAT, the gaps between subgroups and majority populations are small than PSAT gaps, however gaps still persist. For example there is a 12 percentage point difference in the number of minority 11th graders passing SAT math compared to their non-minority peers. Only 4% of 11th graders with an IEP are passing in math compared to 26% of non-IEP juniors, a gap of 22 percentage points. A gap of 22 percentage points exists between juniors experiencing economic disadvantage compared to their peers.

In ELA, 23% fewer minority 11th students are passing the SAT than their non-minority peers at 59%. Only 8% of juniors with an IEP are passing compared to 51% of their peers. 36% of economically disadvantaged juniors are passing compared to 57% of their non-economically disadvantaged peers. Large performance gaps are evident across all assessments.

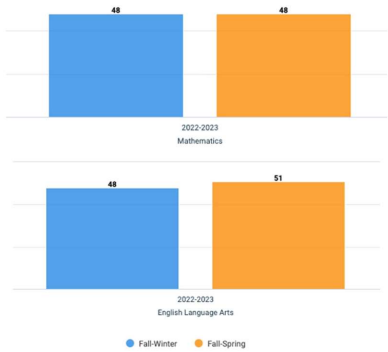
Local Assessment Results

The district utilizes Renaissance STAR testing as the district benchmark test. This adaptive assessment is given three times per school year in the fall, winter, and spring. The results are critical in guiding instructional decision-making for school-level teams and gives a reliable predictor for state assessment performance.

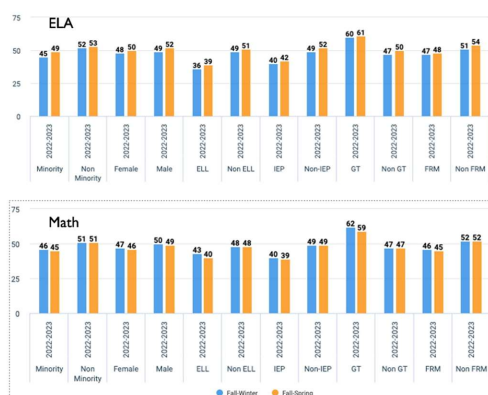


Benchmark results showed promising gains for moving more students into the meets/exceeds categories and shrinking the well below categories. In Math, the number of students that met grade level expectations grew 5 percentage points while the number in the well below category shrunk by the same amount.

In ELA a 4 percentage point gain in the meets category and a 4 percentage point loss in the well below category was observed fall to spring.



Related to growth, students grew at a rate commensurate with state growth on STAR. In math and ELA, the district benchmark target of 60 MGP was not met.



As shown above, differences among subgroups were smaller on STAR assessments than CMAS, PSAT, and SAT. Minority students grew slower than non-minority students in both ELA and math at 49 and 45 respectively. Unfortunately, these MGPs are not sufficient for performance gap closure for these students. If this trend continues our minority student populations will continue to fall further behind our non-minority students groups.

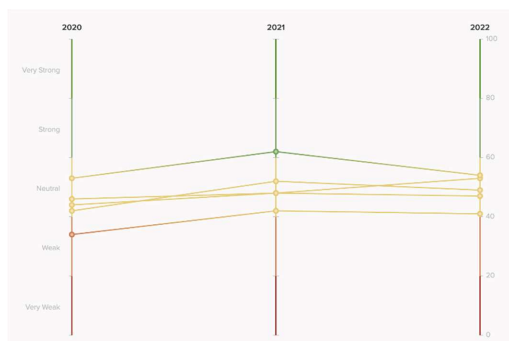
Similarly, IEP students grew significantly slower than non-IEP (39 compared to 49) as did students experiencing economic disadvantage (45 compared to 52).

When examined by subgroups, it is evident that some of the persistent gaps seen in state performance were not present in the STAR benchmark growth. Differences among subgroups varied from 6 to 10 MGP.

2023 was the first year that the district used STAR assessments so year over year comparisons are not yet possible.

District Climate and Culture Results:

The 5Essentials	Change ↓↑	Performance
Ambitious Instruction	+ 5	53 Neutral
Collaborative Teachers	- 1	41 Neutral
Involved Families	- 1	47 Neutral
Effective Leaders	- 3	49 Neutral
Supportive Environment	- 8	54 Neutral



District-wide, we remain at neutral when all schools are aggregated. From 2021-22 to 2022-23 we saw a 5 point gain in Ambitious Instruction, most likely as a reflection of Best First Instructional practices and a tight focus on math instruction. Collaborative Teachers, Involved Families, and Effective Leaders remained flat while Supportive Environment dropped significantly by 8 points.

By measure, Academic Engagement, Socialization of New Teachers, and Student Teacher Trust are the district's highest. Again, these data appear to be responding positively to focused initiatives in BFI, increased student engagement, and increased academic rigor. The only Very Weak measure was Parent Supportiveness. This is an indicator for the need for continued work in supporting teachers to positively and meaningfully engage parents in their child's learning process.

Trend Analysis

Notable trends:

- Describes trends in student performance over time.
- Includes measure, content area, student group, trend direction, amount of change, the time period, and what makes the trend **notable**.
 - Notable trends should focus on either (1) how the school/district compared to a specific expectation (criterion-referenced) or (2) how the school/district compared to others (norm-referenced).
- Sets the direction for your school/district's areas of need or areas of strength.

CDE Resources: [Creating Trend Statements](#); [Selecting Comparison Points](#)

Directions: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the three performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend, the measure/metric, specific data (e.g., percentages), content area, student population and a comparison (e.g., state expectations, state average) to indicate why the trend is notable. **All trend statements will populate in the data narrative.** It is wise to keep track of the data source for future updates. Trend analysis resources are available at the [UIP Target Setting Tools](#) page and through the [School and District Dashboard](#). View the [Quality Criteria](#) for the Trend Analysis section.



In alignment with the [Colorado READ Act identification](#) of students eligible as Significant Reading Deficiency, District 11 showed a significant increase in numbers of students identified in the spring of 2021; however, in 2022 and 2023, the number of identified students decreased. Spring 2013= 1144 / Spring 2014= 1326 / Spring 2015= 1396 / Spring 2016= 1560 / Spring 2017= 1549 / Spring 2018= 1433 / Spring 2019= 1537 / Spring 2021=2002 / Spring 2022=1733 / Spring 2023=1615. Due to a suspension in benchmark testing for Spring 2020, there are no data available.

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



Related to [State Assessment Performance](#) at the District level, the trend for academic achievement has remained "Approaching" through 2023; however, while points earned in the 3-year trend was declining from 2019 to 2022 (49.7% to 47.1% respectively) scores have rebounded slightly for 2023 at 47.5%. The 2023 **Preliminary Performance Framework shows the district as Accredited with Improvement Plan.** Trends in math show small improvements in the number of students meeting or exceeding grade level expectations by

3%, ELA remains flat. In PSAT 9 Math, students meeting the on-track for college-readiness standard increased by 6 percentage points and in EBRW grew 4 percentage points. In PSAT 10 Math, the number of on-track for college students dropped 2 percentage points and in EBRW dropped 1 percentage point remaining virtually static. In SAT Math the number grew by 1 percentage point while in EBRW the number grew 4 percentage points. See the discussion in the Current Performance Section for a thorough review of subgroup performance. When compared to the district strategic plan goals, this performance did not meet expectations of 6 percentage point increases per year. Also, they do not meet the criterion-reference goal of at least half our students performing at grade level. We remain far below that goal. Compared to others around the state (norm-referenced) we approached the goal of meeting minimum growth of 50 MGP, however the district strategic plan aspires to 55-60 MGP for gap closure. Neither goal was met outright, but there are promising upward trends. This trend sets the direction for areas of need in that we must remain focused on supporting our subpopulations of students to bring them up the general population's performance. This is an important and attainable because many students meet criteria across multiple subpopulations. If we focus greater resources for all these students we should see compounding results.

Trend Direction: *Decreasing* - Performance Indicator Target: *Academic Achievement (Status)*



The trend for **ELA at the Elementary Level** is Stable based on CMAS Performance and Growth data. According to the Academic Performance on the DPF (criterion-referenced measure), at the elementary level in 2019, All Students and Subgroups were rated as "Approaching" except ELL and IEP students. This trend persisted in 2022. In 2023, ELA and IEP remained at Does Not Meet with the remaining at Approaching.

Trend Direction: *Stable then decreasing* - Performance Indicator Target: *Academic Performance*



The trend for **Math at the Elementary Level** is Stable Then Decreasing based on CMAS Performance and Growth data. Academic Performance on the DPF from 2019 was Meets for All Students, Approaching for all other groups except IEP students which were Does Not Meet. In 2023, All Students dropped to Approaching, ELL and IEP students dropped to Does Not Meet while all other groups remained at Approaching. This trend reiterates the larger trend of the need to support all student subpopulations to a greater degree. It also shows the positive growth and work in math that the district applied to all schools. This same approach should be used for ELA.

Trend Direction: *Stable* - Performance Indicator Target: *Academic Performance*



The trend for **English Language Proficiency (ELP) at the Elementary Level** is Stable then decreasing. In 2019 ELP Proficiency and On-Track to Proficiency both scored in the Meets category. In 2023 it dropped to Approaching in both. These results are likely tied to the struggle the district is having in growing academic performance among our ELL students.

Trend Direction: Stable then decreasing - Performance Indicator: *Academic Growth*



The trend for ELA at the Middle Level is Stable then decreasing based on CMAS Performance and Growth data. According to the Academic Performance Indicators on the DPF (criterion-referenced measure), in 2019, ELA, and FRL students all scored Meets. Minority and IEP students scored at Approaching. In 2023, ELA and IEP dropped to Does Not Meet with the remaining dropping to Approaching. This trend reiterates the need to focus on and better support students across our various subpopulations. Again, this trend does not meet the district goals or state expectations.

Trend Direction: Stable *then decreasing* - Performance Indicator Target: *Academic Performance*



The trend for Math at the Middle Level is Stable then decreasing based on CMAS Performance and Growth data. According to the Academic Performance Indicators on the DPF (criterion-referenced measure), in 2019, ELA and IEP students scored **Does Not Meet** while all other groups scored **Approaching**. In 2023, the only groups scoring Approaching was All Students. All other groups scored Does Not Meet. This trend reiterates the need to focus on and better support students across our various subpopulations. Again, this trend does not meet the district goals or state expectations.

Trend Direction: *Stable* - Performance Indicator Target: *Academic Performance*



The trend for English Language Proficiency (ELP) at the Middle Level is Improving. In 2019 ELP Proficiency and On-Track to Proficiency both scored in Approaching. In 2023 both categories scored Meets. These results are encouraging toward meeting the district and state goals for students to be on-track for English proficiency.

Trend Direction: Improving: *Academic Growth*



The trend for PSAT Evidence Based Reading and Writing (EBRW) for High School is Stable then decreasing. According to the Academic Performance Indicators on the DPF (criterion-referenced measure), in 2019, All Students and Minority Students scored Approaching while ELA, IEP, and FRL students scored **Does Not Meet**. In 2023, the only groups scoring Approaching was All Students. All other groups scored Does Not Meet. This trend reiterates the need to focus on and better support students across our various subpopulations. Again, this trend

does not meet the district goals or state expectations

Trend Direction: *Stable* - Performance Indicator Target: *Academic Performance*



The trend for **PSAT Math for High School** is Stable. According to the Academic Performance Indicators on the DPF (criterion-referenced measure), in 2019, All Students scored Approaching while Minority, ELA, IEP, and FRL students scored **Does Not Meet**. In 2023, the results were exactly the same. This trend of flat performance across all subgroups is disconcerting and highlights the lack of performance gap closure from year to year. This trend reiterates the need to focus on and better support students across our various subpopulations. Again, this trend does not meet the district goals or state expectations

Trend Direction: *Increasing then decreasing* - Performance Indicator Target: *Academic Growth*



The trend for **SAT EBRW for High School** is Stable then decreasing. According to the Academic Performance Indicators on the DPE (criterion-referenced measure), in 2019, All Students and Minority students scored Approaching while Minority, ELA, IEP, and FRL students scored **Does Not Meet**. In 2023, All Students scored Approaching and all subgroups scored Does Not Meet. This trend indicates declining performance across all subgroups and highlights the need to better support our subgroup populations to help close performance gaps, especially at the end of their high school careers. Again, this trend does not meet the district goals or state expectations

Trend Direction: *Stable then decreasing* - Performance Indicator Target: *Academic Performance*



The trend for **SAT Math for High School** is Stable then decreasing. According to the Academic Performance Indicators on the DPF (criterion-referenced measure), in 2019, All Students, FRL, and Minority students scored Approaching while ELA, IEP students scored **Does Not Meet**. In 2023, All Students scored Approaching and all subgroups scored Does Not Meet. This trend indicates declining performance across all subgroups and highlights the need to better support our subgroup populations to help close performance gaps, especially at the end of their high school careers. Again, this trend does not meet the district goals or state expectations

Trend Direction: *Stable then decreasing* - Performance Indicator Target: *Academic Performance*



The trend for **English Language Proficiency (ELP) at the High Level** is Increasing. In 2019 ELP Proficiency students scored Approaching and On-Track to Proficiency students scored Does Not Meet. In 2023 both categories students scored Approaching. These results are encouraging toward meeting the district and state goals for students to be on-track for English proficiency but also demonstrate the need to improve the supports for these students.

Trend Direction: Increasing - Performance Indicator Target: *Academic Performance*



The trend for dropout rate remains Stable then decreasing. In 2019, dropout rates placed the district in the Approaching category with rates of 2.7% for All Students, 4.0% for ELL, 2.4% for FRL, 3.1% for Minority, and 2.8% for IEP. In 2022 those rates remained stable. In 2023, the rates jumped substantially with rates of 4.9% for All Students, 5.6% for Minority, 4.8% for FRL, 8.9% for ELL, and 4.7% for IEP. In 2019 all groups were rated Approaching while in 2023 only All Students, FRL, and IEP students are Approaching. Minority and ELL student dropout rates are in the Does Not Meet category.



The trend for **Postsecondary & Workforce Readiness** shows it to be Stable. From 2019 to 2023 the rating for this measure has remained Approaching. Dropout rate has substantially increased from 2019 to 2023 while matriculate rates have dropped over the same time period. Rates in 2019 were 44% overall, in 2022 remained stable at 43.9%, but plunged in 2023 to 37.2%. Graduation rates have remained stable at 80.1% in 2019, 80.3% in 2022, and 81.2% in 2023. Notable trends include the highest dropout rates for ELL students in 2023 at 8.9%

Priority Performance Challenges

Priority Performance Challenges (PPCs) identify the student data trends that you want to focus on improving.

- PPCs should:
 - Be limited (e.g., 3 or fewer)
 - Be at the appropriate magnitude (student focused & something within the school/district's control)
 - Include rationale (based in data/other evidence)
 - Address areas where the school is not meeting expectations (local, state, federal, etc.)

CDE Resources: [Selecting Comparison Points](#)

Directions: Based upon your analysis of trends, select a limited number (no more than three) of Priority Performance Challenges (PPCs). Provide a rationale for why these challenges have been selected and address the magnitude of the performance challenges. View the [Quality Criteria](#) for the Priority Performance Challenges section.

Notable Trends:

Performance Challenges

Academic Achievement

Inconsistent academic achievement across district regions, schools, and grades in all content areas, with clear gaps between schools in our lower soci-economic regions and upper. The magnitude of this performance challenge is large given that we have seen gaps of up to 46 percentage point differences in the number of students performing at grade level across schools and regions of the district.

Challenge Category:

Gaps in Subgroup Performance

Inconsistent academic performance across all subgroups in all content areas, with large performance gaps between economically disadvantaged, race/ethnicity, students with disabilities, and English learners. The magnitude of this performance challenge is large given that we have seen gaps of up to 35 percentage point differences in the number of students performing at grade level across subgroups.

Challenge Category:

Family Engagement

Inconsistent family and community engagement efforts produces persistent gaps in performance across all content areas and subgroupings.

Challenge Category:

Root Causes

Root causes are the deepest underlying cause(s) of performance challenges.

A cause is a "root" cause if:

- (1) The problem would not have occurred if the cause had not been present,
- (2) The problem would not reoccur if the cause were corrected or dissolved, and
- (3) Correction or dissolution of the cause would not lead to the same or similar problems.

They should be:

- Within the control of the school
- Connected to the identified performance challenges
- Fit your improvement strategy (if one has already been decided)
- 1-2 root causes for every priority performance challenge

CDE Resources: [Circle Map Exercise](#)

Directions: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. This can be included in the "reflection" box. A description of the selection process for the corresponding major improvement strategies is encouraged. View the [Quality Criteria](#) for the Root Causes section.

Priority Performance Challenge: [Academic Achievement](#)

Inconsistent academic achievement across all grades and the district as a whole in all content areas, with clear gaps between the categories of all students and English learners, non-economically disadvantaged and economically disadvantaged, race/ethnicity, students with disabilities, and identified gifted students.

Challenge Category:

Root Cause (s) Associated with this Performance Challenge [[_Add / Associate Root Cause](#)]

- **Lack of Instructional Practices that Promote High-Levels of Student Learning** - Teaching is complex, but its most fundamental elements are content, instruction, and classroom culture. Students need a welcoming, stimulating, and relatable learning environment to maximize their chances for success. "Learning the standards" is a misguided phrase that falsely implies that the outcome we want for students is that they know lists of facts or merely to accumulate skills. What's more accurate is that standards and curriculum should serve to guide students' development of disciplinary literacy. Disciplinary literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline. (Shanahan and Shanahan, 2012). There is a need to increase

instructional rigor to ensure that all students are engaging in learning at the higher levels of Blooms Taxonomy and Depth of Knowledge.

Root Cause Category:

- **Growing Healthy Community Engagement** - From the 5 Essentials Parent Survey only 46% of parents are informed on what their child is working on in class on a weekly basis, an improvement of 10% from 2022. Only 44% were contacted personally even as low as once or twice per semester. 21% were provided suggestions on how to support their child on a monthly basis or weekly basis, an increase of 6 percentage points from 2022. Clearly, as a district, we are missing key opportunities to establish positive 2-way communication with parents and families which leads to feelings of disconnectedness.

Root Cause Category:

Priority Performance Challenge: Gaps in Subgroup Performance

Inconsistent academic growth across all grade spans and the district as a whole in all content areas, with a clear gap between economically disadvantaged, race/ethnicity, students with disabilities, and English learners.

Challenge Category:

Root Cause (s) Associated with this Performance Challenge [[_Add / Associate Root Cause](#)]

- **Lack of Differentiation to Meet Diverse Learning Needs** - The district lacks strategies to reduce the disproportionality (race, zip code, FRL status) of those who occupy the highest and lowest achievement categories.

Root Cause Category:

- **Lack of Instructional Practices that Promote High-Levels of Student Learning** - Teaching is complex, but its most fundamental elements are content, instruction, and classroom culture. Students need a welcoming, stimulating, and relatable learning environment to maximize their chances for success. "Learning the standards" is a misguided phrase that falsely implies that the outcome we want for students is that they know lists of facts or merely to accumulate skills. What's more accurate is that standards and curriculum should serve to guide students' development of disciplinary literacy. Disciplinary literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline. (Shanahan and Shanahan, 2012). There is a need to increase instructional rigor to ensure that all students are engaging in learning at the higher levels of Blooms Taxonomy and Depth of Knowledge.

Root Cause Category:

Priority Performance Challenge: Family Engagement

Inconsistent family and community engagement efforts produces persistent gaps in performance across all content areas and subgroupings.

Challenge Category:

Root Cause (s) Associated with this Performance Challenge [[_Add / Associate Root Cause](#)]

- **Lack of Connection with School** - After 2 years of using the 5 Essentials Parent Survey, the district continues to be weak in the area of Involved Families with only 43% of families reporting their voice is valued to a great extent in their school, and 39% feel they are an important part of improving the school. 56% report feeling very satisfied with the education their child is receiving, and 65% are extremely likely to recommend their school to another parent. Across the district, parents are satisfied with the product but feel disconnected from the process.

Root Cause Category:

Provide a rationale for how these Root Causes were selected and verified:

These root causes were selected because District 11 is not meeting state expectations in academic achievement, academic growth, or post-secondary and workforce readiness in most areas according to the DPF. Additionally, we show achievement and growth gaps between all students and disaggregated student sub-groups in nearly all areas.

Throughout the 2022-23 school year, information on staff alignment with the strategic plan and the development of collaborative practices were monitored using teacher and Professional Learning Community observations; the 5 Essentials survey; and ongoing coaching and mentoring. Through analysis of this data, Education Insights found a statistically significant correlation between academic performance and culture within schools strong in Collaborative Culture, Ambitious Instruction, and Effective Leadership.

Upon further analysis of both sets of data, the biggest predictor of improved trust in leadership is to create opportunities for employee ideas and innovations to be shared and implemented. Across the district, opportunities to share and implement innovations were highly correlated to improved leader trust (Pearson correlation = 0.9). If these opportunities are nurtured and sustained, the district should see improvements on both measures which will translate to improved academic outcomes for all students.

Major Improvement Strategies

A Major Improvement Strategy is an evidence-based strategy that you intend to implement in order to improve outcomes at your school.

Major Improvement Strategies should:

- Be limited to 1-3 strategies in each UIP
- Be capable of addressing and resolving root causes in 1-2 years
- Aim at improving outcomes on priority performance challenges
- Include the evidence base that supports the use of the strategy in your context

CDE Resources: [Strategy Guides](#); [Determining a Strategy Focus Worksheet](#)

Directions: Identify the major improvement strategy(s) for 2022-2023 and 2023-2024 that will address the root causes determined in the data narrative. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. View the [Quality Criteria](#) for the Major Improvement Strategies section.

Major Improvement Strategy #1 - Coherence in Tier 1 Instruction

Describe what success will look like:	Coherence in Tier 1 Instructional Systems Includes: - Cascading professional learning model: - One Plan continuous improvement cycles (progress monitoring and data analysis) - System of support and accountability (principal, area networks, district collaborative) Coherent focus on content-specific professional learning in K-12 Mathematics and Early Literacy which empowers teachers to: - Proactively plan for learning. By school year 2024-2025, all leaders and educators will understand, implement and become accountable to a cohesive D11 Tier I System.
Describe the research supporting this strategy and why it is a good fit:	D11 has partnered with Math 4 Todos Consulting to support Math instruction, at every level across the district (teachers, coaches, school leaders, and district leaders). All stakeholders are digging into Standards First Planning using our district Curricular resource; Eureka2 Mathematics. Mathematics internalization at D11 centers learning for both the teachers and student experience by focusing on these four major planning for learning shifts; Do the Math, Name the Big Ideas the Module, Topic, and Lesson levels, Name the aspect of Rigor of the standards at the module and lesson levels, and study the standards at the module and lesson levels. It is essential that teachers Do the math, and study standards in order to build coherence, focus and rigor at each grade level in Mathematics and within grade level standard domains. Teachers will do this by participating in 6 district offered professional developments which will provide them content knowledge at their grade level and a collaborative experience to internalize the math content in each Eureka2 Module. In order to effectively operate in a standards aligned classroom, you must have Focus,

Commented [WJ3R2]: You highlighted MIS 1 for me, but I went ahead and edited MIS 2 as I think that's probably where my thoughts are needed :)

Commented [KH4R2]: indeed, sorry about that

Commented [KH2]: @WISE, JESSICA can you add narrative here?

	<p>Coherence, and Rigor by having internalized the Mathematics we are putting in front of students first. Shifts in Mathematics</p> <p>D11 has also partnered with with JMartin Education Consulting to support literacy instruction, at every level across the district (teachers, coaches, school leaders, and district leaders). All stakeholders are digging into text-first planning, to support a literacy classroom environment that centers text; allows opportunities for students to make meaning by reading, writing, listening, and speaking about text; and empowers students to utilize their content and literacy-based knowledge outside of the four walls of the classroom. Text first planning is research based and has proven to support students to become critical thinkers and writers. In order to effectively operate in a standards aligned classroom, you must place text at the center of instruction: (Placing Texts at the Center of the Standards Aligned ELA Classroom - Meredith Liben and Susan Pimentel). This helps to secure solid foundational reading skills (so students are fluent readers at every grade level).</p>
Associated Root Causes:	<p>Lack of Instructional Practices that Promote High-Levels of Student Learning: Teaching is complex, but its most fundamental elements are content, instruction, and classroom culture. Students need a welcoming, stimulating, and relatable learning environment to maximize their chances for success. "Learning the standards" is a misguided phrase that falsely implies that the outcome we want for students is that they know lists of facts or merely to accumulate skills. What's more accurate is that standards and curriculum should serve to guide students' development of disciplinary literacy. Disciplinary literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline. (Shanahan and Shanahan, 2012). There is a need to increase instructional rigor to ensure that all students are engaging in learning at the higher levels of Blooms Taxonomy and Depth of Knowledge.</p> <p>Lack of Differentiation to Meet Diverse Learning Needs: The district lacks strategies to reduce the disproportionality (race, zip code, FRL status) of those who occupy the highest and lowest achievement categories.</p>

Major Improvement Strategy #2 - Growing Healthy Community Engagement

Describe what success will look like:	<p>Success in establishing positive connections between families and schools is dependent upon first building a foundation of comprehensive community engagement strategy that fosters trust between families and schools. A comprehensive engagement strategy means implementing a spectrum of engagement practices that function collaboratively to create multiple methods of family involvement. These methods will be closely tied to the district goal of "Every student is known and seen". Community engagement goals will focus on collaboration, observation,</p>
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	<p>feedback, data systems, and communication in a similar fashion to the academic goals for the district.</p> <p>Success will look like: Creating a system of support, communication, and accountability that enables building leaders to incorporate a comprehensive engagement strategy into their One plan; Integrating community engagement groups at each school (e.g., SAC, Community Liaisons, PTA/O) to build capacity for implementing comprehensive engagement strategies; Creating inclusive cultures that honor families' experiences and incorporate family expertise into content expertise; Using a range of methods for two-way communication to maintain ongoing positive communication with families; Regularly sharing student data in ways that are accessible for families; Sustained positive communication to families from schools; Assisting families' ability to support student learning at home; and collaborating with communities and external partners to ensure that communications are in families' home languages and are culturally responsive.</p>
Describe the research supporting this strategy and why it is a good fit:	<p>According to the University of Chicago Impact Study, schools with Involved Families build strong external relationships viewing the parents and families as partners in helping every child learn and succeed. Such schools are defined by valuing parents' input and participation in advancing the school's mission, and support efforts to strengthen its students' community resources (Bryke, 2018). Creating an environment of involved families has been shown to be a significant factor contributing to improved school academic performance.</p> <p>Furthermore, according to the CDE's Family, School, and Community Partnerships division, programs that excel in community engagement demonstrate high levels of implementation in the following domains: (1) District/school leadership in engagement strategy, (2) Attention to inequities within the district/school, (3) Diverse representation and participation from community members, (4) Sustainable and effective efforts integrated into the regular organizational routines of districts/schools, programs, and families, (5) Teamwork and site leadership in the implementation of engagement practices, and (6) Evaluation of practices that incorporates community feedback.</p>
Associated Root Causes:	<p>Lack of Connection with School: After 4 years of using the 5 Essentials Parent Survey, the district continues to be weak in the area of Involved Families with slightly over half (51%) of families reporting their voice is valued to a great extent in their school (up 3% from 2022), and 48% feel they are an important part of improving the school (up 9% from 2022). 63% report feeling very satisfied with the education their child is receiving (up 7% from 2022), and 72% are extremely likely to recommend their school to another parent (up 7% from 2022). Across the district, parents are satisfied with the product but feel disconnected from the process.</p>

	<p>Growing Healthy Community Engagement: From the 5 Essentials Parent Survey 46% of parents are informed on what their child is working on in class on a weekly basis (up 10% from 2022). Only 44% were contacted personally even as low as once or twice per semester (down 2% from 2022). Only 21% were provided suggestions on how to support their child on a monthly basis or weekly basis (up 6% from 2022). Although we are improving, we are missing key opportunities to establish positive 2-way communication with parents and families which leads to feelings of disconnectedness.</p>
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Major Improvement Strategy #3 - Observation, Coaching, and Feedback

Describe what success will look like:	<p>All building level evaluators will demonstrate instructional leadership by having evidence of and engaging in established systems for classroom observation, coaching, and feedback to ensure improved academic outcomes. The Colorado Department of Education's Coaching Strategy Guide defines teacher coaching as a partnership between a teacher and an expert that is focused on improving teacher performance. Feedback is defined as information provided to teachers about student learning in their classrooms and/or their performance towards professional goals. Effective coaching and feedback results in changes to teacher practice and student achievement. As schools implement their One Plan major improvement strategies, progress in strategy execution of adults along with student outcomes will be evident.</p>
Describe the research supporting this strategy and why it is a good fit:	<p>https://visiblybetter.cepr.harvard.edu/files/visibly-better/files/instructional-feedback-guidebook.pdf--To improve teaching, regular observation and feedback are a must-do. In most cases, educators who view their school's established evaluation system as merely compliance-driven and punitive overlook the chance to embrace a well-designed feedback process—one that includes data collection via observation and feedback that corresponds with established competencies.</p>
Associated Root Causes:	<p>Lack of Instructional Practices that Promote High-Levels of Student Learning: Teaching is complex, but its most fundamental elements are content, instruction, and classroom culture. Students need a welcoming, stimulating, and relatable learning environment to maximize their chances for success. "Learning the standards" is a misguided phrase that falsely implies that the outcome we want for students is that they know lists of facts or merely to accumulate skills. What's more accurate is that standards and curriculum should serve to guide students' development of disciplinary literacy. Disciplinary literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline. (Shanahan and Shanahan, 2012). There is a need to increase instructional rigor to ensure that all students are engaging in</p>

	learning at the higher levels of Blooms Taxonomy and Depth of Knowledge.
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Planning Form

Implementation Benchmarks name measurable adult actions or systems that are *major milestones* in the implementation of a strategy or initiative. They should:

- Look at adult actions and systems
- Measure how adult actions and systems are changing or being put into practice
- Tell us whether the strategy is being implemented as planned

Action Steps are the *specific and concrete* tasks that need to be completed to bring a Major Improvement Strategy to life. They should:

- Name specific and concrete tasks to be accomplished
- Specify dates when actions will take place
- Indicate who is responsible for each task
- Be aligned to the strategy

CDE Resources: [Implementation Benchmarks Guidance Document](#); [Strategy Guides](#); [Implementation Guide](#)

Directions: For each identified Major Improvement Strategy, develop a plan for how the team will implement and how they will gauge progress. **First**, develop a progress monitoring plan by identifying practical, measurable benchmarks that will allow staff to monitor the implementation of the strategy. For each benchmark, determine the system and/or adult measures, type of data (perception, survey, evaluation), when it will be measured, by whom, and frequency. **Second**, detail attainable action steps that demonstrate how the team will implement the strategy. For each action, identify the appropriate personnel, resources needed, and achievable timeframe (within two academic years). The status of each Implementation Benchmark and Action Step can be monitored on the Full Plan tab. View the [Quality Criteria](#) for the Action Plan section.

Major Improvement Strategy #1 Implementation Benchmarks

IB Name	Description	Start Date	End Date	Frequency	Key Personnel
Cascading Professional Learning Model	Plan and deliver cascading professional learning with a targeted focus on K-8 mathematics and literacy for teachers. Hold schools accountable to using the K-8 Mathematics Scope and Sequence to plan for each unit of study and weekly lesson planning.	Aug, 2023	June, 2024	Monthly	Office of Academics

	<p>Accelerate practitioner learning through the use of grade-level facilitators to deliver direct to teacher PL content by grade level for mathematics and literacy.</p> <p>In conjunction with available UVA and Instructional Empowerment supports, provide follow-up coaching and leadership engagement in schools following each PL session to ensure strong instructional practices are being used to deliver instruction based on planning.</p>				
One Plan Continuous Improvement Cycles	<p>Ask each division/department to align their strategic plans to these areas of focus:</p> <ul style="list-style-type: none"> • Cascading PL model • One Plan continuous improvement cycles • System of support and accountability • Support implementation of district professional development in planning for learning. <p>Plan and clearly articulate a predictable, responsive cycle to engage in the One Plan Check-Ins at each school, including data to ensure consistent monitoring of student learning.</p> <p>Provide data reporting to schools to review during one plan check-ins, ensuring the data is timely and actionable for each cycle.</p>	Aug, 2023	June, 2024	Quarterly	Area Superintendents & The Office of Academics
Systems - System of	Provide school leadership teams with clear expectations for	Aug, 2023	June, 2024	Bi-Monthly	Education Insights & Area

<p>support and accountability</p>	<p>monitoring student outcome data aligned with the scope and sequence for learning/learning targets and assessment strategy.</p> <p>Education Insights will support the implementation of a District Benchmark (STAR) designed to efficiently identify gaps among all our subpopulations for interventions, calculate student growth percentiles recognized by CDE, and have a high degree of predictive power for state testing performance. This assessment will be given beginning of year, middle of year, and end of year windows. Support will also be given to best utilize the results.</p> <p>One-Plan check-ins will ensure ongoing use of the One Plan tool to support school leadership team goal-setting, implementation monitoring, and evidence documentation of strategy progress. This will culminate in the One Plan Symposium at the end of the year, giving school teams concerted time to evaluate and revise their One Plan approach with increased opportunities for teacher and staff participation.</p> <p>Area Support Model: Areas will have designated, prioritized instructional and data supports. These dial-in supports will ensure content-specific coaching, modeling, observation, feedback and professional learning opportunities exist for all teachers and administrators, across all content areas K-12.</p>				<p>Superintendents & Leadership Teams & Office of Academics</p>
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Proactively Support Implementation of district professional learning - Plan for Learning	<p>School leaders, teacher leaders, and department chairs will be provided with clear next steps to implement content-specific strategies after cascading professional learning model in K-12 mathematics and literacy</p> <ul style="list-style-type: none"> Provide schools & area superintendents with observable evidence of content-specific strategies (look fors) aligned to next steps provided in K-12 mathematics and early literacy <p>Area superintendents and network teams will engage in bi-weekly meetings with school leaders, including learning walks/observation cycles to monitor implementation of One Plans and K-12 mathematics/literacy content-specific instructional strategies provided through the monthly professional learning model.</p>	Aug, 2023	June, 2024	Bi-Weekly	Area Superintendents & Office of Academics
Content - Proactively Plan for Learning - Special Populations	<p>Gifted Education department, Special Education department, and Culturally and Linguistically Diverse department will support the academic growth of students based on their individual needs and areas of strength.</p> <p>Gifted Resource department, Special Education department, and Culturally and Linguistically Diverse Education department will provide supported environments to support the social-emotional and unique needs and talents of each individual student they serve.</p>	Aug, 2023	June, 2024	Quarterly	Office of Gifted and Talented

Improvement Action Steps

Action Step Name	Description	Start Date	End Date	Resources	Key Personnel
Cascading professional learning model	<p>Engage in centrally-offered professional learning with a targeted focus on K-8 mathematics and early literacy</p> <p>Leverage the Scope and Sequence documents for K-8 mathematics to drive instructional planning.</p> <p>Build and implement Scope and Sequence documents for literacy. Plan and deliver site-specific follow-up professional learning in TLCs/department meetings with a focus on literacy and K-8 mathematics.</p> <p>Include opportunities for collaborative planning and coaching cycles in TLCs/department meetings to plan for upcoming units of instruction minimally in K-8 mathematics and literacy.</p>	Aug, 2023	June, 2024	<p>Mathematics Scope and Sequence (K-8)</p> <p>Literacy Scope and Sequence</p> <p>Schoology Groups</p>	Office of Curriculum and Instruction
One Plan continuous improvement cycles	<p>Using school and district provided student outcome data, prepare for site visits to engage in the One Plan check-ins conducted at the school, including opportunities to differentiate visits based on One Plans</p> <p>Complete follow up action steps developed during One Plan Check-Ins and monitor student data</p>	Aug, 2023	June, 2024	One Plan: Continuous Improvement Data Meeting Check-In form	Area Superintendents & Area Instructional Coaches (AIC) & Office of Academics
System of support and accountability	Plan and implement systems to monitor student outcome data aligned with K-8 scope and sequence documents and	Aug, 2023	June, 2024	Scope and Sequence documents	Area Superintendents & Office of Academics

	<p>assessments provided by central office.</p> <p>Prepare for and engage in One Plan check-ins to ensure the school can track student outcome progress and develop subsequent action plans.</p>			<p>(Mathematics and Literacy)</p> <p>One Plan: Continuous Improvement Data Meeting Check-In form</p> <p>Schoology Groups</p>	
Proactively Plan for Learning:	<p>Leverage resources provided to engage in regular school-based planning</p> <p>Set clear expectations for teachers to proactively plan for learning with a focus on K-12 mathematics and literacy.</p> <p>Engage in bi-weekly meetings with area networks/central office staff, including learning walks to monitor implementation of One Plans and K-12 mathematics and literacy content-specific instructional strategies provided by central teams.</p> <p>Engage district and school based coaches to support planning for learning</p>	Aug, 2023	June, 2024	<p>District and School professional development in planning for learning for teachers, TLCs, and administrators</p> <p>Schoology Groups</p> <p>One Plan Check Ins</p>	<p>Area Superintendents & Area Instructional Coaches (AIC) & Area Data Coaches & C&I Content TOSAs & Office of Academics</p>
Content - Proactively Plan for Learning - Special Populations	<p>Gifted Resource Teachers, Special Education Teachers, and Culturally and Linguistically Diverse Educators will support the academic growth of students based on their individual needs and areas of strength.</p> <p>Gifted Resource Teachers, Special Education Teachers, and Culturally and Linguistically</p>	Sept, 2023	May, 2024		<p>Office of Gifted and Talented; Office of Special Education; Office of Culturally and Linguistically Diverse Learning</p>

	Diverse Educators will provide supported environments to support the social-emotional and unique needs and talents of each individual student they serve.				
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Major Improvement Strategy #2
Implementation Benchmarks

IB Name	Description	Start Date	End Date	Frequency	Key Personnel
Positive Community Engagement	District and school leadership will collaborate with community and business leaders to develop strategies that engage families in their child's academic growth.	Aug, 2023	May, 2024	Quarterly	Jessica Wise
Positive Parent Communication	Quarterly, Area Superintendents will work with principals to implement strategies that welcome families into classrooms and the learning process. Strategies may include, but are not limited to home visits, and proactive positive calls home.	Aug, 2023	May, 2024	Monthly	Jessica Wise
Support of Student Learning	Curriculum and Instruction, Education Insights and Area Superintendents in partnership with principals will regularly share student data in ways that are accessible for families. Information will be pushed to families at regular intervals throughout the year.	Sept, 2023	May, 2024	3-4X/ year	David Khaliqi

Commented [KH5]: @WISE, JESSICA
Is this one you are comfortable with? Change what you need to

Improvement Action Steps

Action Step Name	Description	Start Date	End Date	Resources	Key Personnel
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Positive Community Engagement	<p>- The Office of D11 Engage in partnership with the District 11 Family, School, Community Partnership Collaborative will host community engagement sessions. The objective of these sessions is to bring together school leadership and local community partners to build strategic plans for schools and community partners to work together to support staff, students, and families.</p> <p>-Through the work of the Family, School, and Community Partnerships Collaborative, District representatives from a variety of sectors will work collaboratively to create a set of resources for schools to implement to enhance family and community engagement practices, including: (1) a list of high impact strategies for family and community engagement, (2) training and best practices for conducting listening circles to identify highest needs/areas for improvement, (3) writing a new District family engagement policy (KB).</p> <p>-The D11 Engage Office in partnership with the Community Liaisons will engage year-round in education about community resources available to support students and families and work to bring those resources into our schools. Monthly meetings with community partners, including visits to their facilities.</p> <p>-District leaders will work in</p>	Aug, 2023	May, 2024	FSCP, Community Liaisons, Community Partners	Jessica Wise
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Commented [KH6]: @WISE, JESSICA
Can you update what action steps might look like for Positive Community Engagement?

	partnership with building leaders to create dynamic, family, school and community partnerships that honor the context of the school utilizing community liaisons				
Positive Parent Communication	<p>-District leaders will provide guidance throughout the school year to building leaders to help them organize with SAC members, PTA/O representatives, and Community liaisons (where applicable) to discuss and share best practices for engaging all families.</p> <p>-District leaders will develop a plan to identify significant communities of non-English speaking families as well as a plan for outreach and communication with those families about their students.</p> <p>-District will complete pilot of the Reachwell app and use data collected to improve the two-way communication platforms between parents and teachers that meets the needs of all families in the district. These platforms will be accessible to all families, eliminate language barriers to communication, be approved by the CLDE office, and be supported district-wide.</p> <p>-The Communications Department will work with building leadership to assure that all schools are educated in</p>	September , 2023	May, 2024	CLDE	Jessica Wise, Devra Ashby

Commented [KH7]: @WISE, JESSICA
Can you fill in details

	the operation of district communication platforms so that admin and teachers can frequently and accessibly share resources and information with families. The communications department will lead several information sessions with best practices on communication with families and school community.				
Support of Student Learning	Continue to grow family engagement with the Power School Parent Portal. PowerSchool Parent Portal adoption goals for the 2023-24 school year are: 1) 80% of parents will activate and/or update Parent Portal accounts by the end of first quarter to access attendance, assignments, grades, report cards, etc. 2) 100% of Middle and High school teachers will post assignments and grades weekly; 100% of Elementary school teachers will post grades quarterly, 3) all grade reports, state assessment results, district benchmark results, Panorama SEL results, and other student-level reports will be pushed to parents through the Parent Portal, 4) exploring solutions to make parent enrollment and sign-on easy and accessible	August, 2023	May, 2024	Power School training resources; Support for school leaders to use innovative practices for family engagement	David Khaliqi John McCarron
5E Involved Families	Administer the 5th year of school and student surveys, and 4th year of parent surveys for growth analysis in Involved Families. The participation window for 2023-24 will	Oct, 2023	Dec, 2023	5E contract; Teacher and student roster development ; Survey	David Khaliqi

	correspond to parent conferences to boost participation with the goal of receiving greater than 50% participation at all schools.			deployment (online); Parent emails; Parent deployment; Development of Spanish version	
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Major Improvement Strategy #3
Implementation Benchmarks

IB Name	Description	Start Date	End Date	Frequency	Key Personnel
Observation Evidence	The tool to collect observation evidence is evaluator choice, and must be submitted with each evaluation.	Aug, 2022	On-going	Quarterly On-going	Tanya Nash
Coaching Conference Form	The Coaching Conference Form, or building created document with the components of the form, must be used and submitted with each evaluation.	Aug, 2022	On-going	Quarterly On-going	Tanya Nash
Educator Effectiveness New Evaluator Supports	All new to role evaluators will participate in school site based professional learning in the following areas. 1. Norming sessions related to educator observations aligned to professional practices according to the Colorado State Model Evaluation System. 2. Supporting coaching cycles which will include providing meaning feedback for educators to reflect upon and support professional growth. 3. Analyzing high-impact instructional strategies.	Aug, 2023	On-going	Weekly	Karen Bixler Tanya Nash

	Collaboration about data related to Measures of Student Learning and Outcomes. 4. Advising about professional practices within Principal, Teacher and SSP Rubrics. Calibration within instructional learning walks, classroom observations.				
Board of Education (BOE) reports	Educator Effectiveness Metric Data will be included in the quarterly report to the BOE.	Oct, 2023	On-going	Quarterly	Tanya Nash

Improvement Action Steps

Action Step Name	Description	Start Date	End Date	Resources	Key Personnel
Continuous Feedback	Utilize a continuous feedback process that supports personal and professional growth. Through evaluation processes evaluators will engage in on-going professional conversation which will support employee growth in increasing skills sets to positively impact implementation of the District mission.	July, 2023	On-going		Phoebe Bailey; Personnel Support Services Tanya Nash, Karn Bixler, et. al. (For example Personnel Advisory Committee, Teachers Coaching Teachers, etc.)
Data Analysis and Decision-Making	Education Insights Data Coaches will conduct regular data reviews with area superintendents, content facilitators, and curriculum and instruction leadership to review school data, goals, and major improvement strategies to customize support for schools pursuing common approaches.	Aug, 2023	May, 2024		David Khaliqi, Natasha Crouse

Collaboration	A steering committee consisting of principal representatives, and Area Superintendents has been established to work with the Educator Effectiveness office. Alongside the steering committee, a collaborative work group was convened for the purpose of designing tools to be used for observation, coaching, and feedback. The collaborative work group had membership from each principal level group as well as representatives identified by CSEA president Joe Schot.	June, 2023	July, 2024	Results from Potential Problem Analysis	Tanya Nash
Resources	Observation, Feedback, and Coaching Resources will be provided to all evaluators during Educator Effectiveness training.	Aug, 2023	Sept, 2024	Link to Resources: https://d11.ssharepoint.com/:f:/r/teams/EducatorEffectiveness/Shared%20Documents/Observation,%20Coaching,%20and%20Feedback?csf=1&web=1&e=ELAlk2	Tanya Nash
Professional Learning	All Year 1-3 administrators will participate in a 2-hour professional learning session on Observation, Coaching, and Feedback Cycles. (Optional for 4+ year administrators)	Oct, 2023	Nov, 2024	Lesson videos to calibrate practice on observation, coaching, and feedback.	Tanya Nash

Target Setting

Target Setting is the process that tells us HOW MUCH we plan to improve each year over time.
They should:

- Be established for each year over a two year period
- Be directly aligned to the priority performance challenge
- Reflect a metric in common with the priority performance challenge

Interim measures look at student outcomes relative to established targets and measure how student performance is changing over the course of the year. They should:

- Look at student outcomes
- Measure how student outcomes are changing
- Tell us whether the strategy is effective

CDE Resources: [Implementation Guide](#); [Implementation Benchmarks Guidance Document](#)

Directions: Schools/districts are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools/districts should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year. View the [Quality Criteria](#) for the Target Setting section.

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		CMAS, PSAT, SAT
Annual Performance Targets	2023-2024:	For All Students – ELA and Math proficiency scores will increase a minimum of 3% on statewide assessments and continue year-over-year such that by Fall 2026 at least 45% of students will read at grade level (up from 36%)
	2024-2025:	For All Students - minimum 3% increase in scale score in ELA and Math per year until a "Meets" rating is achieved with a 1% increase per year thereafter.
Interim Measures for 2022-2023:		STAR Reading and Math Fall to Winter, and Winter to Spring Benchmark

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		CMAS, PSAT, SAT
Annual Performance Targets	2023-2024:	Proficiency in ELA and Math will increase a minimum of 5% for all subgroups with a focus on Economically Disadvantaged students on statewide assessments, with the long-term goal that proficiency rates continue to improve resulting in no gaps existing by the year 2028.
	2024-2025:	Proficiency in ELA and Math will increase a minimum of 5% for all subgroups with a focus on Economically Disadvantaged students on statewide assessments, with the long-term goal that proficiency rates continue to improve resulting in no gaps existing by the year 2028.
Interim Measures for 2022-2023:		STAR Reading and Math Fall to Spring, CMAS

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		CMAS, PSAT, SAT
Annual Performance Targets	2023-2024:	50% of the 9 district schools currently in Turnaround or Priority Improvement will move up to an Improvement rating or better, and 50% of the 9 schools currently in Improvement will move up to a Performance rating
	2024-2025:	5 schools in Turnaround or Priority Improvement will move up to an Improvement rating or better, and 50% of the schools in Improvement will move up to a Performance rating
Interim Measures for 2023-2024:		STAR Reading and Math Fall to Winter, and Winter to Spring Benchmark

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		Acadience (DIBELS)
Annual Performance Targets	2023-2024:	Decrease the number of students identified as having a Significant Reading Deficiency by 5% year over year
	2024-2025:	Decrease the number of students identified as having a Significant Reading Deficiency by 5% year over year.
Interim Measures for 2022-2023:		Acadience Progress Monitoring will be used to differentiate reading instruction for all K-3 learners.

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Dropout Rate
Annual Performance Targets	2023-2024:	1% decrease in the dropout rate (down to 3.9% from 4.9%) with the result also being a significant increase of 2% in the 4 year graduation rate
	2024-2025:	Continue a 1% decrease year over year until the dropout rate is below 1%, with the result also being a significant 2% increase in the 4 year rate.
Interim Measures for 2022-2023:		Attendance, discipline, high school credit deficiency

Performance Indicator:		Student Engagement
Measures / Metrics:		Attendance
Annual Performance Targets	2023-2024:	All schools below a 92% average attendance rate will increase their rate by 1% until a 92% average attendance rate is attained. Additionally, all schools will be below a 10% chronic absence average by the end of the school year
	2024-2025:	All schools below a 92% average attendance rate will increase their rate by 2% until a 92% average attendance rate is attained. Additionally, all schools will be below a 10% chronic absence average by the end of the school year

Interim Measures for 2022-2023:	Weekly attendance rate and chronic rate by school
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Performance Indicator:		Other
Measures / Metrics:		5 Essentials Survey
Annual Performance Targets	2023-2024:	The climate and culture of our schools will improve by 10 scale score points (a 29% change) by Spring 2024 as measured by student and teacher feelings of safety in the 5 Essentials Climate and Culture Survey. A year-over-year increase of 10 points on feelings of safety will result in the district achieving a rating of “Organized for Improvement” (green) by 2027
	2024-2025:	The climate and culture of our schools will improve by 10 scale score points as measured by student and teacher feelings of safety in the 5 Essentials Climate and Culture Survey. A year-over-year increase of 10 points on feelings of safety will result in the district achieving a rating of “Organized for Improvement” (green) by 2027
	Interim Measures for 2022-2023:	

Performance Indicator:		Other
Measures / Metrics:		5 Essentials Parent Survey
Annual Performance Targets	2023-2024:	Increase the percentage of parents reporting that teachers interact with them to support their child's learning and development at least once per week by 20%
	2024-2025:	Using 5 Essentials Parent Survey data: Increase the percentage of parents reporting that teachers interact with them to support their child's learning and development at least once per week by 15%
	Interim Measures for 2022-2023: 5E Parent Survey	

Performance Indicator:	Other
Measures / Metrics:	5 Essentials Parent Survey

Annual Performance Targets	2023-2024:	All schools reach at least a 65% response rate on the 5E Parent and Family Survey given in Oct, 2022. Those above 65% in prior administrations will increase their response rate by an additional 2%.
	2024-2025:	All schools reach at least a 50% response rate on the 5E Parent and Family Survey given in Oct, 2023. Those above 50% in prior administrations will increase their response rate by an additional 2%.
Interim Measures for 2022-2023:		5 Essentials Parent Survey

Continuous Improvement Data Meeting

Click the link to go directly to an action set:

[Critical Action Set MIS 1](#)

[Critical Action Set MIS 2](#)

Critical Actions MIS #1

Aligned Major Improvement Strategy from UIP	Desired Outcome: <i>What will be different if you are successful in addressing this priority?</i>			Overall Student Outcome Goal		
<i>Critical Actions Achieve Desired Outcome</i>	Check-In Date	Structures/ Personnel to utilize	Updates & Next Steps	Timeline for Completion	Status Check	Implementation Benchmark /Data Reflection/Bright Spots/Challenges/scale of implementation
			<i>Include action and resources needed.</i>	Click or tap to enter a date.	Not started	<i>List evidence of changes in adult actions (for next meeting)</i>
				Click or tap to enter a date.	Not started	
				Click or tap to enter a date.	Not started	
				Click or tap to enter a date.	Not started	
				Click or tap to enter a date.	Not started	
				Click or tap to enter a date.	Not started	

				Click or tap to enter a date.	Not started	
				Click or tap to enter a date.	Not started	
				Click or tap to enter a date.	Not started	

Critical Actions MIS #2

Aligned Major Improvement Strategy from UIP	Desired Outcome: <i>What will be different if you are successful in addressing this priority?</i>			Overall Student Outcome Goal		
<i>Critical Actions Achieve Desired Outcome</i>	Check-In Date	Structures/ Personnel to utilize	Updates & Next Steps	Timeline for Completion	Status Check	Implementation Benchmark /Data Reflection/Bright Spots/Challenges/scale of implementation
			<i>Include action and resources needed.</i>	Click or tap to enter a date.	Not started	<i>List evidence of changes in adult actions (for next meeting)</i>
				Click or tap to enter a date.	Not started	
				Click or tap to enter a date.	Not started	
				Click or tap to enter a date.	Not started	
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