

# Colorado's Unified Improvement Plan for Districts

Cherry Creek 5 UIP 2024-25 | District: Cherry Creek 5 | Org ID: 0130 | Framework: Accredited |

## Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action and Progress Monitoring Plans

## Executive Summary



### Priority Performance Challenges

- Racial inequity in discipline referrals and instructional programming*
- Reading achievement for K-12 students*



### Root Cause

- Inconsistent systems of student support
- Inconsistent expectations of student learning across the district



### Major Improvement Strategies

- Utilize a MTSS Framework to eliminate racial inequities in discipline referrals
- Implement a District Comprehensive Literacy Plan

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

Access the Literacy Curriculum Transparency Dashboard here: <https://www.cde.state.co.us/code/literacycurriculumtransparency-dashboard>

## Improvement Plan Information

### Additional Information about the District

The Cherry Creek School District's central mission is "to inspire every student to think, to learn, to achieve, to care." Serving more than 53,000 students and more than 300,000 residents in eight municipalities spread across 108 square miles, CCSD is a diverse district where inclusive excellence and college and career preparedness and success are priorities. In CCSD, our promise to our community is excellence for every student, every day. Our commitment to instructional excellence, workforce excellence and operational excellence is a compass that guides the work in every one of our schools. More than 79 percent of our faculty members have advanced degrees and our teachers have an average of 10 years of experience. Since 1955, more than 100,000 students have graduated from the district and have earned hundreds of millions of dollars in scholarships. CCSD students consistently score well above state averages on standardized assessments and above state and national averages on SAT and ACT exams. Our superintendent and cabinet have decades' worth of combined experience in instruction and administration at all levels of our district. Together, the CCSD community is working to realize our overarching goals, which include raising the academic achievement of ALL students, closing the gap between the highest- and lowest-performing students and eliminating the predictability of achievement by race. Our commitment to excellence has been a guiding principle for more than 65 years, and it steers our approach to preparing all our students for their best futures.

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## Narrative on Data Analysis and Root Cause Identification

### Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).**

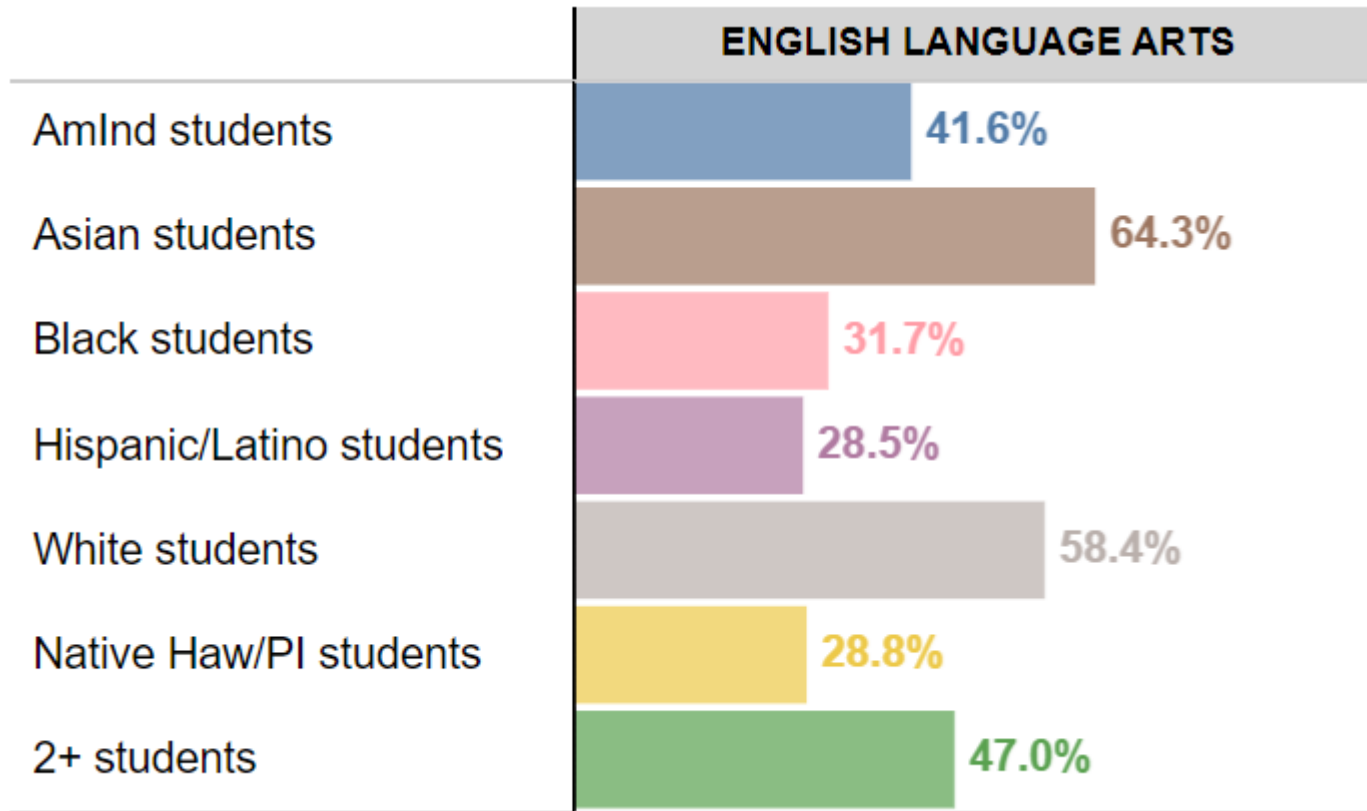
**Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

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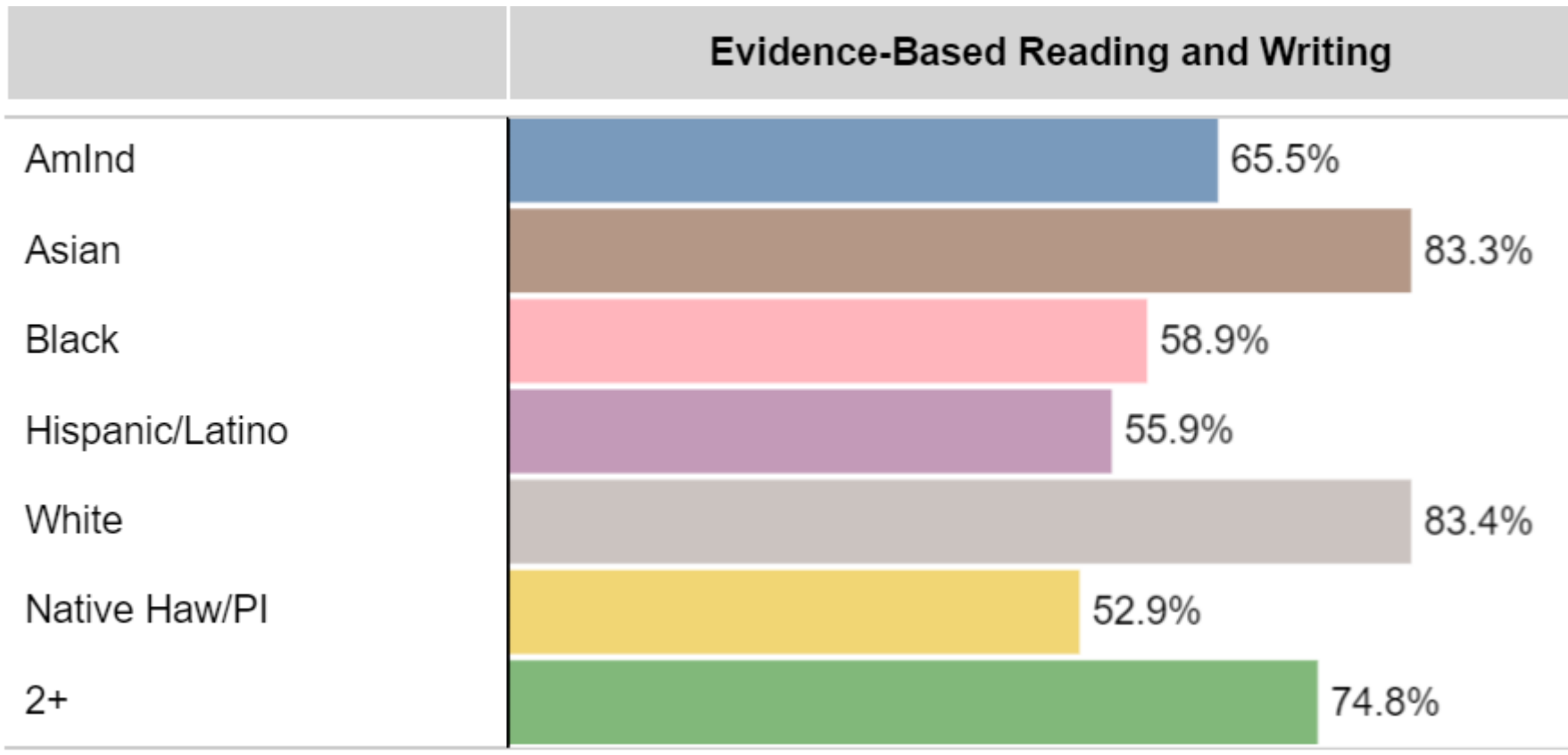
## Current Performance

- Reading Achievement for K-12 Students

In Fall of 2023, Superintendent Chris Smith announced the CCSD Strategic Plan with a bold and aspirational goal - to have every student meeting benchmarks by 2025. Below shows the 2023-24 disaggregated results by race.



When looking at 2023-24 PSAT and SAT results in Evidence Based Reading and Writing section, 73.8% of students met College or Career benchmarks. Below show results by race.



**Racial inequity in discipline referrals and instructional programming**

Also called out in the Strategic Plan, the Cherry Creek School District believes in ensuring all students thrive regardless of where they are in their learning journey. C and equitable access to high-quality educational opportunities and seeks to raise the academic achievement and nurture the wellbeing of all students.

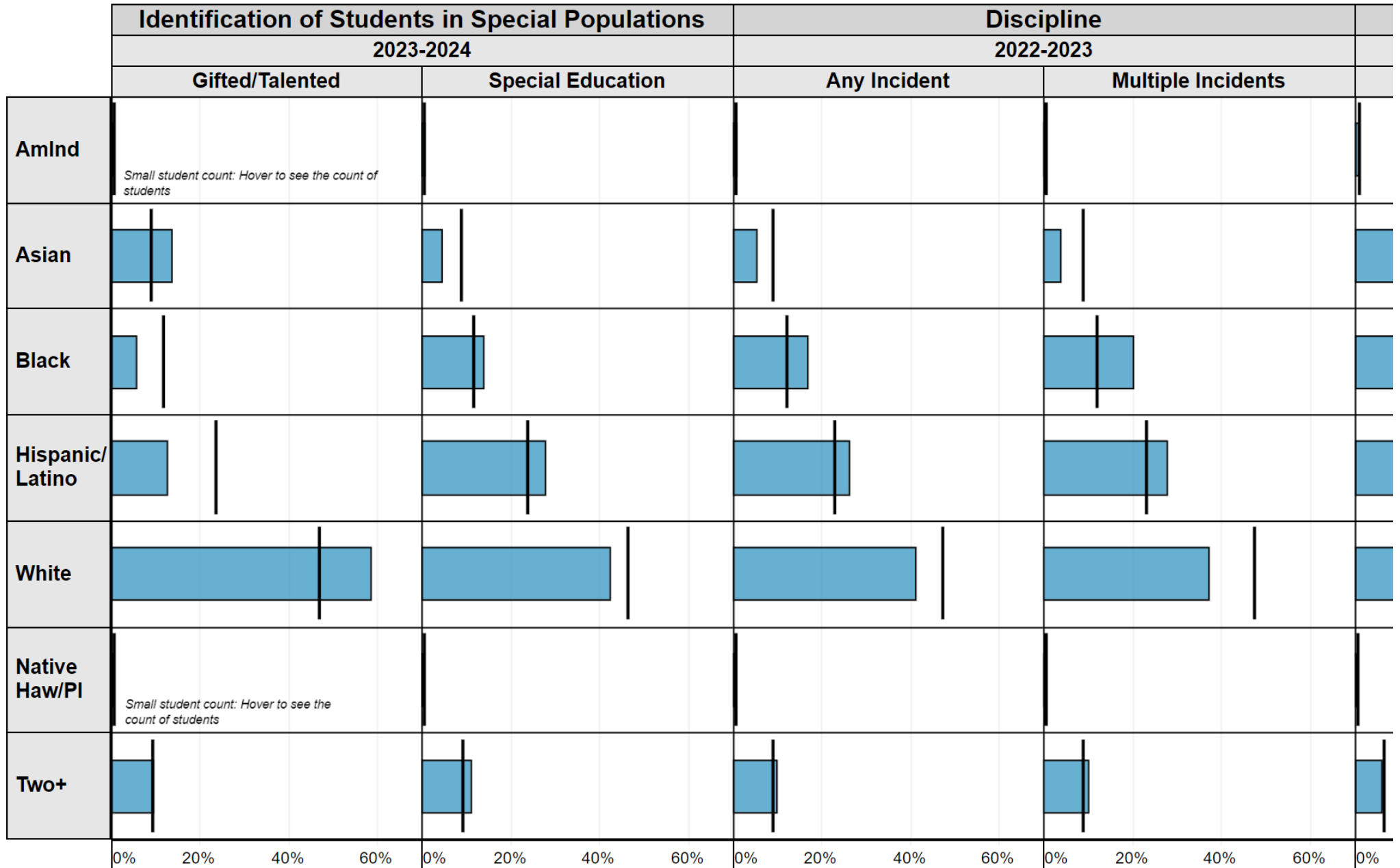
For example, in 2022-23, students who are identified as Black made up 11.9% of the student population. An equitable range (95% confidence interval) around that p For students with multiple discipline referrals in a school year, 20.2% of the students are black. As 20.2% is outside of the equitable range, this would be considered 20.2% is higher than the equitable range, it's considered an over-representation.

On the other hand, in 2022-2023, Black students made up 12.7% of the total student population eligible to graduate. The equitable range (95% confidence interval) a to 13.7%. For students who graduated on time, 12.4% were identified as Black. 12.4% is within the equitable range, this would be considered proportional.

Some of the domains where disproportionality is present include identification of students for Special Education and Neurodiverse services (formerly Gifted & Talente identified as twice exceptional), as well as students with multiple discipline referrals in a school year. Overall, there is an overrepresentation of Black and Hispanic/La of students identified for Special Education services and an underrepresentation of the same student groups in the population of students identified for Neurodiverse an overrepresentation of Black and Hispanic/Latino students in the population of students with multiple discipline referrals in a school year.

## Disproportionality Metrics

Hover over the bars or lines to view additional information



## Trend Analysis



**Trend Direction:** Decreasing

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

On the CMAS ELA assessments from 2022 to 2024, the percentage of students meeting the CCR benchmarks decreased across all grade levels with the exception of grade 6, which increased by .6% (46.5% to 47.1%). The largest decrease in occurred in grades 4 (49.3% to 45.7%), 8 (50.2% to 47.3%) , and 5 (54.9% to 53.1%).



**Trend Direction:** Decreasing

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

In Grades 3-8, the percentage of students meeting the College and Career Readiness Benchmarks in English Language Arts as measured by the CMAS assessments has decreased from 49.4% in 2022 to 48.3% in 2024



**Trend Direction:** Decreasing

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

A slight dip in GT students exceeding expectations on CMAS ELA and CMAS Math assessments from 2019-2021 was noted.



**Trend Direction:** Decreasing

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

At the high school level, the percentage of students meeting Math benchmarks on the PSAT/SAT state assessments decreased from 2019 to 2022 (54.9% to 48.9%)



**Trend Direction:** Increasing

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

The graduation rate for Black students has increased slightly over the last three years (88.2% to 89%).



**Trend Direction:** Stable

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

Over the last three years the district's 4-year graduation remained stable, with a rate of 90.7% in 2021 and 90.3% in 2023



**Trend Direction:** Stable

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

At the high school level, the percentage of students meeting EBRW benchmarks on the PSAT/SAT state assessments has remained constant from 2019 to 2022 (72.4% to 72%)



**Trend Direction:** Stable

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

from 2019 to 2021, the District's Graduation rate has remained fairly flat from 89.8% to 90.7%



**Trend Direction:** Decreasing

**Performance Indicator Target:** Disaggregated Achievement

The percentage of GT students meeting or exceeding grade level expectations on CMAS ELA and Math assessments has decreased over the last three years, going from 94.1% to 89% in ELA and 94.1% to 86.4% in math.





**Trend Direction:** Stable

**Performance Indicator Target:** Disaggregated Achievement

\*GT achievement data in both PSAT/SAT EBRW and PSAT/SAT Math has remained high and stable from 2019-2022 with 98% of GT students scoring at or above expectations in EBRW and 93% in Math which is relatively higher than same-aged, neuro-typical peers.



**Trend Direction:** Decreasing

**Performance Indicator Target:** Disaggregated Achievement

From 2022 to 2024, the percentage of students meeting the CMAS Math CCR benchmarks decreased for American Indian (29.3% to 28.6%), Hispanic (22.3% to 20.6%), and Native Hawaiian/Pacific Islander(22% to 19.2%) student groups.



**Trend Direction:** Increasing

**Performance Indicator Target:** Disaggregated Growth

The median growth percentile for GT students increased over the last 3 years (CMAS ELA - 56 to 65, CMAS Math 58 to 66).



**Trend Direction:** Increasing

**Performance Indicator Target:** Disaggregated Growth

\*GT median growth has consistently improved from 2019-2022; however, it has been consistently lower than what would be acceptable growth for gifted and talented students as the rate of growth is only slightly higher than same-aged, neuro-typical peers on CMAS and nearly equal, but slightly higher, than that of same-aged, neuro-typical peers on PSAT/SAT.



**Trend Direction:** Increasing

**Performance Indicator Target:** Other

Between 2019 and 2022, the percentage of Kindergarten through Grade 3 students identified as having a SRD on the district's READ Act Interim assessment increased from 15.7% to 16.6% to 18.4%. It should be noted that for the 2022 school year the district switched from the iReady assessment to FastBridge.

### Additional Trend Information:

While the Cherry Creek School District consistently performs above the state in various metrics and measures, the performance of the district remains fairly stable with no significant changes over time. Stability is not necessarily a positive point for the district because it indicates the disparities in performance between racial/ethnic groups and/or underperformance of FRL, EL, and SPED students will continue to persist.

### Root Causes and Priority Performance Challenges



#### Priority Performance Challenge: Racial inequity in discipline referrals and instructional programming

While there have been some gains in closing the disparities in various student indicators, there continues to be a disproportionality in the representation of students of color in all areas (program enrollment, advanced course enrollment, attendance, truancy, suspensions, expulsions, dropout rate, etc.).

#### Area of Focus: Equitable Practices



#### Root Cause: Inconsistent systems of student support

In Cherry Creek Schools, we believe in a student-centered community-driven System of Supports with multiple layers (i.e., a Multi-Tiered System of Supports or MTSS) that foster belonging and whole well-being, igniting lifelong learning. These layers of support include seven essential parts: partnering with caregivers and community, collaborative teaming amongst school staff, a comprehensive assessment system which allows for timely student support, decision making based on data, evidence-based and innovative practices, layers of support, and shared leadership. The foundation for each of these seven parts rests on equity, asset-focused approaches, courageous leadership, and empowered student-centered teams to ensure joyful belonging for all, thereby positively impacting outcomes and experiences for each and every student. However, there are inconsistencies both within and across schools in relation to implementation and articulation of each of the seven essential parts.

#### Root Cause Category: Infrastructure (data, systems, identification)



#### Priority Performance Challenge: Reading achievement for K-12 students

Over the last three years, the percentage of students identified as having a significant reading deficiency has increased from 15.7% in 2019 to 16.6% in 2021 to 18.4% in 2022. With the administration of the FastBridge reading interim in spring 2022, between 14% and 18% students in grades 4-9 (approximately 2500 students) scored in the "High Risk" category of the assessment. 953 students in grades 10-12 took the FastBridge reading test in spring 2022. Of those students, approximately 40% scored in the "High Risk" category.

#### Area of Focus: English/Language Arts achievement



### Root Cause: Inconsistent expectations of student learning across the district

While the district has adopted the Colorado state standards as the indicator of what students need to learn and be able to demonstrate, the district has not provided teachers with a consistent model on how and when to deliver instruction in the classroom. This allows differences in the rigor and pacing of student learning across school sites and student groups, resulting in the disparities between racial/ethnic student groups in achievement and, subsequently, access to advanced course enrollment and/or GT programming along with identification for SpEd services.

**Root Cause Category: Infrastructure (data, systems, identification)**

## Magnitude of Performance Challenges and Rationale for Selection:



While the Cherry Creek School District overall has consistently met or exceeded state expectations on state assessments, disparities continue to exist in the achievement and opportunity for success for American Indian, Hispanic, Black, and Native Hawaiian/Pacific Islander students relative to the district populations for student groups. This is especially notable, because trend data over the last few years indicate the racial/ethnic makeup of the district continues to change. Cherry Creek has also become a district of choice for families of students with disabilities and the number of students requiring special education services has increased over the last few years. With the student makeup of the district rapidly evolving, it is vitally important that the district remains focused on ensuring it meets the needs of ALL students in the district.

## Additional Narrative / Conclusion

## Action and Progress Monitoring Plans

### Major Improvement Strategy and Action Plan



#### Utilize a MTSS Framework to eliminate racial inequities in discipline referrals

**Describe what will success look like:** With a Multi-tiered System of Support, teachers will be able to actively monitor and adjust student learning in order to provide interventions or extensions as needed. To support the process, schools will need to have resources and structures in place, including school teams that regularly meet to discuss student progress. A districtwide platform will need to be in place to allow school staff and/or teams to monitor student progress or lack thereof on assigned interventions and extensions.

**Describe the research/evidence base supporting the strategy:** Implementing an MTSS framework is supported by a vast body of research indicating its effectiveness

in improving both academic and behavioral outcomes. Its success lies in its structured, data-driven approach and its ability to provide equitable, tiered support for all students as well as an emphasis in the collaboration between school staff, families, and communities.

**Strategy Category:** Continuous Improvement

**Associated Root Causes:**

**Inconsistent systems of student support:**



In Cherry Creek Schools, we believe in a student-centered community-driven System of Supports with multiple layers (i.e., a Multi-Tiered System of Supports or MTSS) that foster belonging and whole well-being, igniting lifelong learning. These layers of support include seven essential parts: partnering with caregivers and community, collaborative teaming amongst school staff, a comprehensive assessment system which allows for timely student support, decision making based on data, evidence-based and innovative practices, layers of support, and shared leadership. The foundation for each of these seven parts rests on equity, asset-focused approaches, courageous leadership, and empowered student-centered teams to ensure joyful belonging for all, thereby positively impacting outcomes and experiences for each and every student. However, there are inconsistencies both within and across schools in relation to implementation and articulation of each of the seven essential parts.

**Implementation Benchmarks Associated with Major Improvement Strategy**




IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Implementation of restorative practices and PBIS		District administrators	
	Increased student engagement and relationships		District administrators	







Increased communication and community engagement

District administrators

### Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Professional Learning Communities	Regrounding in Professional Learning Communities (Collaborative teaming)	07/01/2024 05/16/2025		Executive directors, school principals, and instructional coaches	
 Ongoing professional development in assessment system	Ongoing professional development related to the assessment system (Comprehensive assessment system)	07/01/2024 05/15/2026		Assessment department staff, schools principals, school staff	
 Consequence guide	Consequence guide for school administrators (Layered continuums of Support)	08/05/2024 05/23/2025		District and school staff	
 K-12 alignment of behavioral referral	(Layered continuums of	08/12/2024		District and school staff responsible	

K-12 alignment of behavioral referral	Support)	05/23/2025	for behavioral support
 PD - collective mission, vision, values	Professional Development towards building collective mission, vision, values, & Guiding Coalitions (Shared leadership)	08/12/2024 05/23/2025	School staff
 Attendance outreach and intervention	Attendance outreach and intervention (Partnering with caregivers and community)	08/19/2024 05/22/2026	District truancy coordinator, executive directors, school staff (i.e., attendance liaisons, deans, etc.)
 Analyze system level data multiple times per year	Analyze system level data multiple times a year (SEL Panorama screener 3x/year, Attendance crosswalk 4x/year) (Data-based decision making )	08/19/2024 05/22/2026	District and school staff
 Expulsion task force review discipline practices and problem-solving processes (	Expulsion task force review discipline practices and problem-solving processes (Evidence-based and innovative practices)	09/09/2024 05/23/2025	District and school staff



Schools review multiple incident data to illuminate starting point (Data-based d

Schools review multiple incident data to illuminate starting point (Data-based decision making)

09/23/2024  
05/22/2026

District staff,  
school principals



Professional development of understanding and prioritization of State Standards

Professional development of understanding and prioritization of State Standards (Colorado Academic Standards) (Evidence-based and innovative practices)

10/14/2024  
05/23/2025

Department of Curriculum and Instruction  
Partners, school principals, instructional coaches, department coordinators



Listening tours

Listening tours to engage students and community members (Partnering with caregivers and community)

10/21/2024  
05/23/2025

District administrators and staff



### Implement a District Comprehensive Literacy Plan

**Describe what will success look like:** The Cherry Creek Literacy Plan is designed with a single goal in mind: supporting all students in developing strong literacy skills. In particular, the district is looking to ensure that traditionally underserved populations — including students acquiring English, students with disabilities, students eligible for free or reduced lunch, students experiencing homelessness, students in foster care, migrant students, and students of color — are provided the appropriate instruction to make sure that when we talk about all students developing strong literacy skills we mean all students. Success will ensure the following: 1. every student engages in rigorous, meaningful literacy experiences focused on reading, writing, communicating, and thinking. 2. every teacher designs learning experiences that are responsive to the needs and assets of each student. 3. classroom systems, structures, rituals, and routines will allow students to think flexibly, communicate their understanding effectively, and apply literacy skills in all areas of life.

**Describe the research/evidence base supporting the strategy:** The Cherry Creek Literacy Plan highlights three main research-based theoretical frameworks for reading instruction that are proven to increase student achievement while also improving teacher practice in literacy: The Simple View of Reading, developed by Philip Gough and William Tunmer Scarborough’s Reading Rope, developed by Hollis Scarborough Structured Literacy & the Five Components of Literacy

**Strategy Category:** Curriculum and Content

**Associated Root Causes:**

**Inconsistent expectations of student learning across the district:**







While the district has adopted the Colorado state standards as the indicator of what students need to learn and be able to demonstrate, the district has not provided teachers with a consistent model on how and when to deliver instruction in the classroom. This allows differences in the rigor and pacing of student learning across school sites and student groups, resulting in the disparities between racial/ethnic student groups in achievement and, subsequently, access to advanced course enrollment and/or GT programming along with identification for SpEd services.




**Implementation Benchmarks Associated with Major Improvement Strategy**





IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Work with external consultant to plan and facilitate meetings  Continued Implementation of Foundations	08/19/2024 05/22/2026 Monthly	Literacy Partners, External Consultant, Director of Curriculum and Instruction, Director of Title I	
	Continued Implementation of Into Reading	08/19/2024 05/22/2026 Monthly	Directors of Curriculum and Instruction, Title I, Professional Learning, Assessment, Literacy Partners, External Consultant,	



Implementation of Lexia at Middle School and High School	08/19/2024 05/22/2026	Directors of Curriculum and Instruction, Literacy Partners, READ Act Partner
 Year 2 Implementation of CCLP	08/19/2024 05/22/2026	
 Responsive Monitoring of READ Plans	08/19/2024 05/22/2026	Executive Director of Curriculum & Instruction, READ Act Partner
 Focused use and monitoring of STAR Assessment Data	08/19/2024 05/22/2026	Performance Improvement Leadership Team, Instructional Assessment Partners, Performance Analytics Manager and Data Analysts
 Special Educators implement Comprehensive Literacy for All program	10/31/2024 05/22/2026	Director of Special Education Services

## Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 <p>CLLP Working Group</p>	<p>Develop a working group to complete revision to the CLLP with representation from Assessment and Performance Analytics, Professional Learning, ELS and SPED</p>	<p>08/22/2024 05/22/2026</p>		<p>Director of Early Childhood Education, Literacy Partner, External Consultant, District Leadership Team, District Administrators, School Administrators</p>	
 <p>CLLP Stakeholder Tour</p>	<p>Meet with various stakeholder groups to gather feedback and thoughts on CLLP draft document</p>	<p>08/22/2024 05/22/2026</p>		<p>Executive Director of Curriculum &amp; Instruction, Literacy Partner, External Consultant, District Leadership Team, School Administrators, Family Advocacy groups</p>	
 <p>CLLP Draft Revisions, and Publication</p>	<p>Create draft document to share with stakeholders. Include link to google form for stakeholder feedback</p>	<p>08/22/2024 05/22/2026</p>		<p>Executive Director of Curriculum &amp; Instruction, Literacy Partner, External Consultant, District Leadership Team, School Administrators,</p>	

				Family Advocacy groups
	Collaborative review of Lexia Data and READ plan numbers	Secondary Literacy and READ Act partners meet with Lexia School Literacy Team to review Lexia Data and READ plan numbers	08/22/2024 05/22/2026	Secondary Literacy and READ Act partners, SLT
	Identify priority focus next steps	School leadership teams complete CCLP year 2. Identify priority focus for next steps in supporting school leaders	08/22/2024 05/22/2026	Performance Improvement Leadership Team
	Increase data and assessment literacy	Provide Star Phonics training to Instructional Coaches to increase data and assessment literacy	08/22/2024 05/22/2026	Directors of Professional Learning, Assessment & Performance analytics, Instructional Coaches, Instructional AssessmentPartners
	Site implementation of CRE	Partner with School Leaders on how sites are making sense of and implementing culturally responsive education	08/22/2024 05/22/2026	Executive Director of Equity, Culture, and Community Engagement, Executive Director of Curriculum & Instruction



Equity Journey  
Maps site analysis

Analyze site visit Equity Journey Maps to determine how CRE is being defined and practiced and identify supports/professional learning

08/22/2024  
05/22/2026

Executive Director  
of Equity, Culture,  
and Community  
Engagement



Review and  
progress monitor  
of READ plan  
numbers

6-week review of READ plan numbers; update secondary literacy interventionists on progress monitoring

08/22/2024  
05/22/2026

Executive Director  
of Curriculum &  
Instruction, READ  
Act partner, Partner  
of Secondary  
Literacy



ILC K-12 teachers  
training in  
Comprehensive  
Literacy

All ILC K-12 teachers trained in Comprehensive Literacy for All students and establish baseline of literacy instruction for cognitively impaired students

08/22/2024  
10/31/2024

Director of Special  
Education Services



Orton Gillingham  
training - Mild  
Moderate  
Teachers

Mild Moderate teachers trained in Orton Gillingham

09/30/2024  
10/31/2024

Director of Special  
Education Services






Instructional  
Coaches -

Instructional Coaches attend Administrative Council (ADCO) meeting for training on identifying essential standards for school

10/07/2024  
10/07/2024

Director of  
Professional  
Learning, Executive  
Directors of  
Schools, External

Essential Standards Trained	Collaborative Teams		Consultant, Instructional Coaches	
	Instructional Coaches - Essential Standards Deep Dive	Use 10/25 coaches training day to dig deeper 10/7 Professional Learning Community training to support school collaborative teams with prioritizing standards	10/07/2024 10/25/2024	Director of Professional Learning, Executive Directors of Schools, External Consultant, Instructional Coaches
	Preschool Assessment Analysis and Goal-Setting	Preschool teachers will use the results of Preschool Assessment as they set goals for student learning and discuss in their collaborative teams.	11/01/2024 05/22/2026	Director of Early Childhood Education, Literacy Partner, External Consultant, District Leadership Team, District Administrators, School Administrators
	Student READ Plan Experience	Investigate the student experience connected to READ plans	11/01/2024 05/22/2026	Executive Director of Equity, Culture, and Community Engagement

**Progress Monitoring: Student Target Setting**

 **Priority Performance Challenge : Racial inequity in discipline referrals and instructional programming**



**PERFORMANCE INDICATOR:**

**MEASURES / METRICS:**

ANNUAL  
PERFORMANCE  
TARGETS

**2024-2025:** By the end of the 2024-25 school year, over-representation of Black and Hispanic students with multiple documented discipline incidents will decrease. Over-representation of Black students will be no more than 7.5% and over-representation of Hispanic students will be no more than 3.3%.

**2025-2026:**

**INTERIM MEASURES FOR 2024-2025:**



**Priority Performance Challenge : Reading achievement for K-12 students**



**PERFORMANCE INDICATOR:**

**MEASURES / METRICS:**

ANNUAL  
PERFORMANCE  
TARGETS

**2024-2025:** By May of 2025 - 60% of 2nd grade students will demonstrate proficiency in reading on STAR. Percent of 4th graders meeting proficiency will increase from 45.4% to 56% (CMAS). Percent of 8th graders meeting proficiency will increase from 51.4% to 61% (CMAS). Percent of 10th graders meeting proficiency will increase from 75% to 80% (PSAT).

**2025-2026:**

**INTERIM MEASURES FOR 2024-2025:**



**PERFORMANCE INDICATOR:**

**MEASURES / METRICS:**

ANNUAL  
PERFORMANCE  
TARGETS

**2024-2025:** By May of 2025, each school will reduce the number of READ plans by 17%

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**2025-2026:**

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**INTERIM MEASURES FOR 2024-2025:**

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