

Executive Summary

School Information

School Name

Grades Served

Phone

District Name

Principal

Website

Cherry Creek 5

Description

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.

School Contact Information

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Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- *Racial inequity in discipline referrals and instructional programming*

- Inconsistent systems of student support

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

- *Reading achievement for K-12 students*

- Inconsistent expectations of student learning across the district

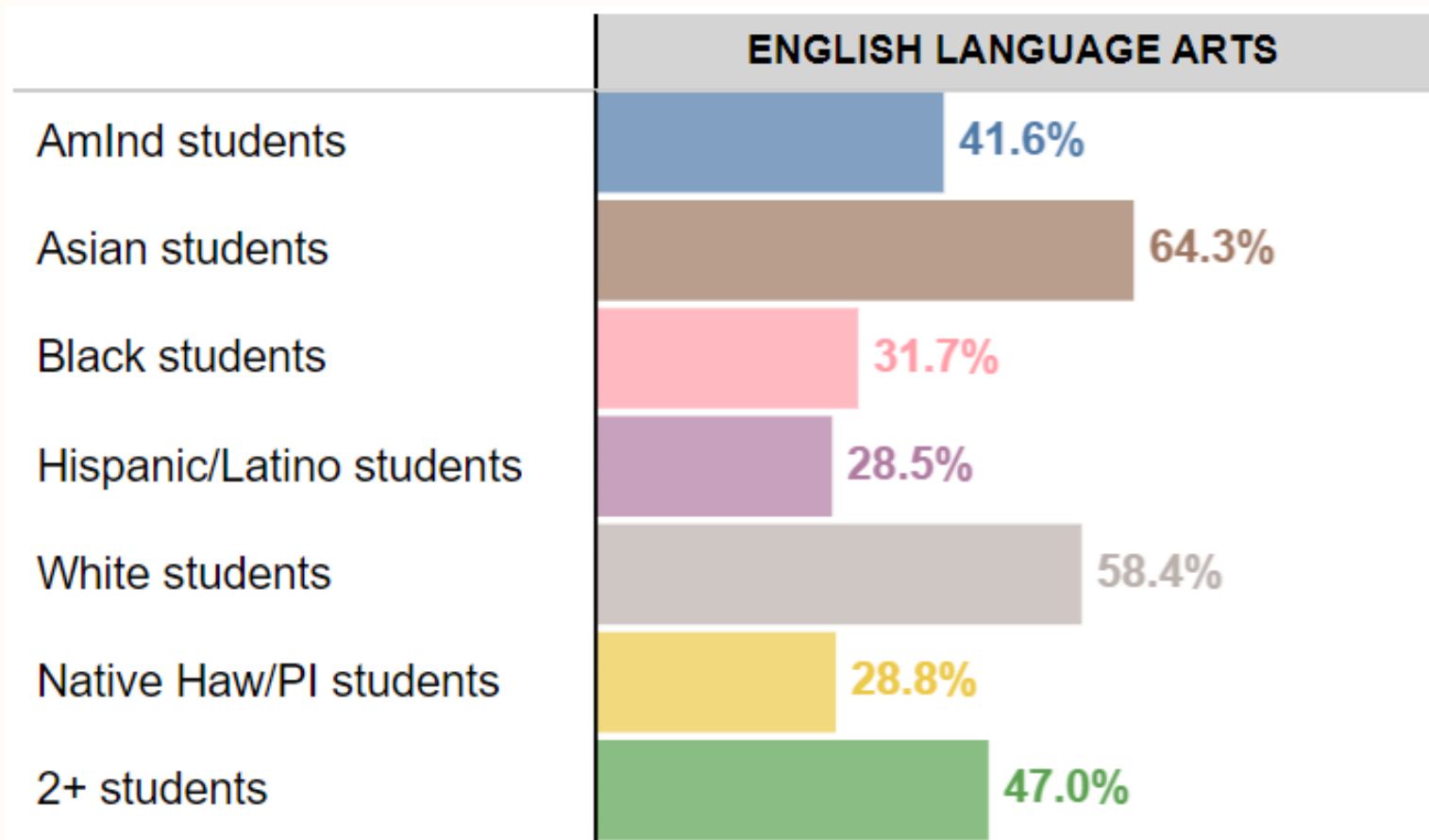
- Implement a District Comprehensive Literacy Plan

Student Performance Priorities

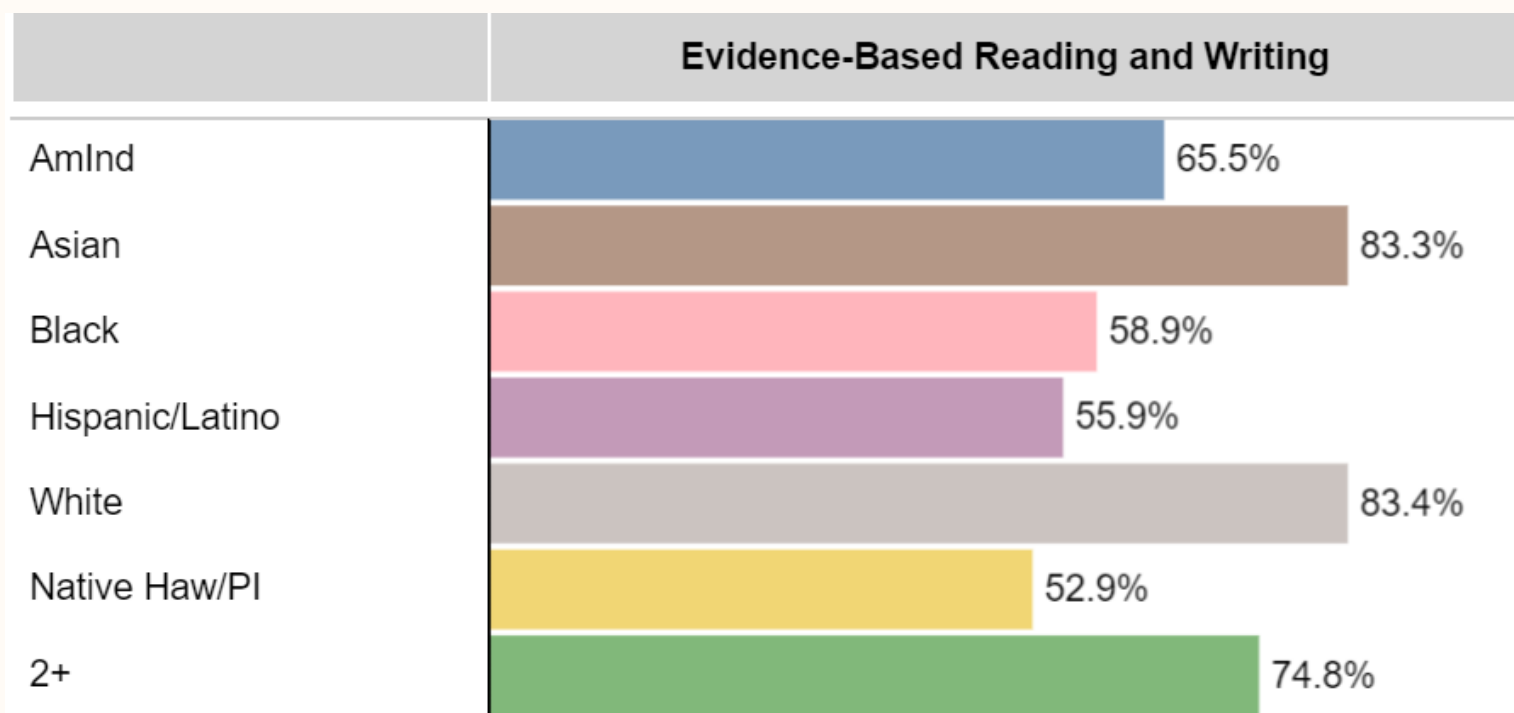
Student Performance Priority Summary

- **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 2030 and to eliminate disproportionality in literacy as measured by state assessments. In the 2023-24 CMAS results, 48.3% of students met the college or career readiness benchmark in English Language Arts. 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 shows the 2023-24 disaggregated results by race.



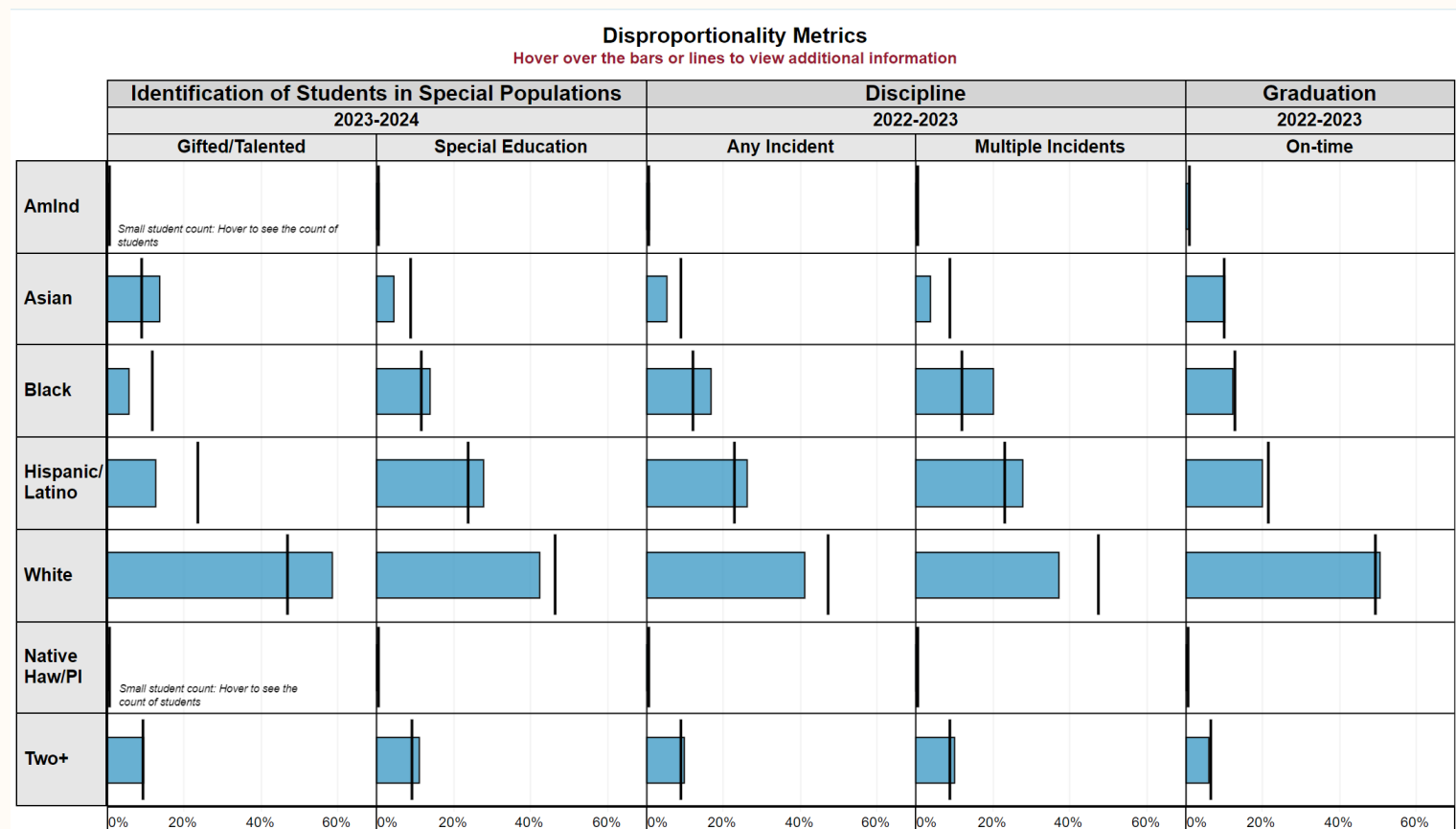
Racial inequity in discipline referrals and instructional programming

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. CCSD believes in providing fair 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 proportion is 11.7% to 12.2%. 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 disproportional and since the 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) around the proportion is 11.7% 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 & Talented and includes students 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/Latino students in the population of students identified for Special Education services and an *underrepresentation* of the same student groups in the population of students identified for Neurodiverse services. Additionally, there is an overrepresentation of Black and Hispanic/Latino students in the population of students with multiple discipline referrals in a school year.



Student Performance Priority: Racial inequity in discipline referrals and instructional programming

Student Performance Priority Category

Equitable Practices

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

Students with disabilities/IEPs Students identified as Gifted and Talented All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

All Grades Served

What is the current performance of this Student Performance Priority?

During the 2023-24 school year 6.3% of students had two or more documented incidents. Black and Hispanic students are over-identified. Black students represent 11.8% of the student population but 20.8% of students with multiple incidents; this is an over-representation of 9.0%. Hispanic students represent 24.3% of the student population, but 28.4% of the students with multiple incidents; this is an over-representation of 4.0%..

What is the end of 2025-26 school year (2 year) measure and target?

By the end of the 2025-26 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 6.0% and over-representation of Hispanic students will be no more than 2.6%.

What is the end of 2024-25 school year (1 year) measure and target?

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%.

Interim Measure and Target?

At the mid-year point of the 2024-25 school year, incident management records will be reviewed to determine how many students have multiple incidents. Over-representation of black students should be less than 8.75% and over-representation of Hispanic students should be less than 3.6%.

Measurement Dates

01 / 31 / 2025

Student Performance Priority: Reading achievement for K-12 students

Student Performance Priority Category

English/Language Arts achievement

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

All Grades Served

What is the current performance of this Student Performance Priority?

In Spring 2024 - The percent of students in grades K-2 meeting grade level benchmarks in Reading, as measured by the Star Universal Screener was at 48.9%. The percent of students in grades 3-8 meeting grade level benchmarks in Reading, as measured by the CMAS ELA state assessment was at 48.3%. The percent of students in grades 9-11 meeting grade level benchmarks in the EBRW section of the Colorado PSAT/SAT assessments was at 73.8%.

What is the end of 2025-26 school year (2 year) measure and target?

By May of 2026 - 67% of 2nd grade students will demonstrate proficiency in reading on STAR. Percent of 4th graders meeting proficiency will increase from 56% to 66% (CMAS). Percent of 8th graders meeting proficiency will increase from 61% to 71% (CMAS). Percent of 10th graders meeting proficiency will increase from 80% to 85% (PSAT).

What is the end of 2024-25 school year (1 year) measure and target?

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).

What is the current performance of this Student Performance Priority?

The current number of students on READ Plans across the district is 6763, which is 12.8% of the district.

What is the end of 2025-26 school year (2 year) measure and target?

By May of 2026, each school will reduce the number of READ plans by 17%

What is the end of 2024-25 school year (1 year) measure and target?

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

Interim Measure and Target?

Measurement Dates

Star Early Literacy and Reading Pct at Grade Level

01 / 13 / 2025

Interim Measure and Target?

Measurement Dates

Number of READ plans closed in grades 2, 5, and 8

01 / 13 / 2025



Racial inequity in discipline referrals and instructional programming



Inconsistent systems of student support

Provide a short description of this Root Cause

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)

Provide a rationale for how this Root Cause was selected and verified.

Multiple stakeholders including district administration and department coordinators and partners participated in a half-day review of various district data to identify significant trends and disparities. From this review, stakeholders prioritized historical trends of racial inequities in discipline and identification of students for Special Education and Neurodivergent programming as an area of focus for district improvement. Engaging in the 5 Whys root cause protocol, stakeholders identified a lack of a comprehensive framework to develop equitable systems of support for all students. While John Hattie's meta-analysis research does not explicitly name the articulation of a multi-tiered system of support as one of the factors related to student achievement, his research does name several factors embedded within a multi-tiered system of supports framework as having substantive effects. These include response to intervention (1.29), interventions for students with learning needs (0.77), and direct instruction (0.60).



Reading achievement for K-12 students



Inconsistent expectations of student learning across the district

Provide a short description of this Root Cause

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)

Provide a rationale for how this Root Cause was selected and verified.

Multiple stakeholders including district administration and department coordinators and partners participated in a half-day review of various district data to identify significant trends and disparities. From this review, along with a belief that literacy skills provide access and opportunities for success in other content areas and life in general, stakeholders prioritized historical trends of inadequate student achievement in English Language Arts as an area of focus for district improvement. Engaging in the 5 Whys root cause protocol, stakeholders identified the inconsistency of curricular and instructional resources to support literacy achievement and growth for all

students. John Hattie's meta-analysis does not explicitly name identification of pacing and instruction expectations as a factor impacting student achievement. However, teacher efficacy is the biggest factor influencing student achievement with an effect size of 1.57. It is believed that clarifying a consistent model on how and when to deliver instruction will increase teacher efficacy.

Major Improvement Strategies



Utilize a MTSS Framework to eliminate racial inequities in discipline referrals

Major Improvement Strategy Category

Continuous Improvement

Please write a description/overview of the Major Improvement Strategy.

In Cherry Creek Schools, we believe in a student-centered community-driven Multi-Tiered System of Supports (MTSS) framework that foster belonging and whole well-being, igniting lifelong learning for our students. We are committed to fairness, focusing on students' strengths, courageous leadership, and empowering teams to make sure every student feels like they belong. This creates better experiences and outcomes for all students. These goals are achieved through the implementation and use of seven key components of the Cherry Creek Schools MTSS framework: - Caregivers, schools, and the community working together - Team collaboration - A comprehensive assessment system to measure and track student progress - Using data for decision-making - Using both proven and innovative ways to help students succeed - Providing different levels of support depending on students' needs - Sharing leadership within the team

What Root Causes does this Major Improvement Strategy address?

- Inconsistent systems of student support

Describe the evidence/research that supports this Major Improvement 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.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see?

Implementation of restorative practices and PBIS

Date

Implementation Milestone

Who will monitor this strategy?

05 / 29 / 2026

Evidence of restorative practices and PBIS will be present in school observations

District administrators

 **Implementation 2**

What improvement do you expect to see?

Implementation Milestones

Increased student engagement and relationships

Date

Implementation Milestone

Who will monitor this strategy?

05 / 29 / 2026

Improvement will be measured by increased student attendance rates

District administrators

 **Implementation 3**

What improvement do you expect to see?

Implementation Milestones

Increased communication and community engagement

Date

Implementation Milestone

Who will monitor this strategy?

05 / 29 / 2026

District administrators

 **Action Plan**

Action Step

Responsible Party

Start Date

End Date

Regrounding in Professional Learning Communities (Collaborative teaming)

Executive directors, school principals, and instructional coaches

07 / 01 / 2024

05 / 16 / 2025

Ongoing professional development related to the assessment system (Comprehensive assessment system)

Assessment department staff, schools principals, school staff

07 / 01 / 2024

05 / 15 / 2026

Consequence guide for school administrators (Layered continuums of Support)

District and school staff

08 / 05 / 2024

05 / 23 / 2025

K-12 alignment of behavioral referral (Layered

District and school staff

continuums of Support)	responsible for behavioral support	08 / 12 / 2024	05 / 23 / 2025
Professional Development towards building collective mission, vision, values, & Guiding Coalitions (Shared leadership)	School staff	08 / 12 / 2024	05 / 23 / 2025
Attendance outreach and intervention (Partnering with caregivers and community)	District truancy coordinator, executive directors, school staff (i.e., attendance liaisons, deans, etc.)	08 / 19 / 2024	05 / 22 / 2026
Analyze system level data multiple times a year (SEL Panorama screener 3x/year, Attendance crosswalk 4x/year) (Data-based decision making)	District and school staff	08 / 19 / 2024	05 / 22 / 2026
Expulsion task force review discipline practices and problem-solving processes (Evidence-based and innovative practices)	District and school staff	09 / 09 / 2024	05 / 23 / 2025
Schools review multiple incident data to illuminate starting point (Data-based decision making)	District staff, school principals	09 / 23 / 2024	05 / 22 / 2026
Professional development of understanding and prioritization of State Standards (Colorado Academic Standards) (Evidence-based and innovative practices)	Department of Curriculum and Instruction Partners, school principals, instructional coaches, department coordinators	10 / 14 / 2024	05 / 23 / 2025
Listening tours to engage students and community members (Partnering with caregivers and community)	District administrators and staff	10 / 21 / 2024	05 / 23 / 2025



Implement a District Comprehensive Literacy Plan

Major Improvement Strategy Category

Curriculum and Content

Please write a description/overview of the Major Improvement Strategy.

The Cherry Creek Literacy Plan (CCLP) is designed with a single goal in mind: to support all students in developing strong literacy skills and positive identities as learners. In particular, the district is looking to ensure 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 each and every student. The goal of the Cherry Creek Literacy Plan (CCLP) is to ensure each student reads proficiently by the end of 3rd grade, and that ALL students can read, write, think, and communicate with grade level competency. Additionally, the components of the CCLP align with the 4 critical questions for collaborative teams in Professional Learning Communities (PLCs) across the district . What do we want students to learn? (Goals and Standards) The CCLP emphasizes access to grade-level content for all students through universal instruction. It ensures that students engage in tasks that are grade-appropriate and aligned with standards, as outlined in instructional practices and lesson objectives, particularly focusing on skills and concepts. How will we know if they have learned it? (Assessment and Data) The CCLP places a heavy emphasis on data-based decision-making. Collaborative teams are required to analyze student data (e.g., common formative assessments, end-of-unit data) to evaluate progress, modify instruction, and adjust for differentiated support. Assessment literacy is built into the plan, helping teachers understand how to monitor student progress and adjust instructional methods accordingly. How will we respond when some students do not learn? (Intervention and Support): The CCLP incorporates a layered continuum of supports to ensure that students not meeting grade-level benchmarks receive targeted instruction. The plan mandates progress monitoring and intervention strategies tailored to individual student needs, ensuring that students scoring below grade level receive rigorous, data-informed instruction. How will we respond when some students already know it? (Extension and Enrichment) For students exceeding grade-level competencies, the CCLP provides structures for acceleration. This ensures that instruction is not only geared toward intervention but also toward enrichment, allowing advanced students to continue their progress. Cherry Creek School

District is committed to building a comprehensive structured literacy program that serves every single one of our students. We believe Structured Literacy and both Content and Disciplinary Literacy will give our students the literacy skills they need to be successful in their lives. By using data from common assessments, including progress monitoring, district and building leaders will be able to focus conversations around literacy on identifiable areas for growth and make appropriate strategic plans to address these areas of growth.

What Root Causes does this Major Improvement Strategy address?

- Inconsistent expectations of student learning across the district

Describe the evidence/research that supports this Major Improvement 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

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other



Implementation



Implementation 1

What improvement do you expect to see?

Continued Implementation of Foundations

Implementation Milestones

Date

Implementation Milestone

05 / 22 / 2026

Who will monitor this strategy?

Literacy Partners, External Consultant, Director of Curriculum and Instruction, Director of Title I



Implementation 2

What improvement do you expect to see?

Continued Implementation of Into Reading

Implementation Milestones

Date

Implementation Milestone

05 / 22 / 2026

Who will monitor this strategy?

Directors of Curriculum and Instruction, Title I, Professional Learning, Assessment, Literacy Partners, External Consultant,

Implementation 3

What improvement do you expect to see?

Implementation of Lexia at Middle School and High School

Who will monitor this strategy?

Directors of Curriculum and Instruction, Literacy Partners, READ Act Partner

Implementation Milestones

Date	Implementation Milestone
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05 / 22 / 2026	
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Implementation 4

What improvement do you expect to see?

Year 2 Implementation of CCLP

Who will monitor this strategy?

Implementation Milestones

Date	Implementation Milestone
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05 / 22 / 2026	
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Implementation 5

What improvement do you expect to see?

Responsive Monitoring of READ Plans

Who will monitor this strategy?

Executive Director of Curriculum & Instruction, READ Act Partner

Implementation Milestones

Date	Implementation Milestone
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05 / 22 / 2026	
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Increased focus on progress of students on READ Plans. Measured by the Review of Read plans in eduCLIMBER platform in 6-week intervals

Implementation 6

What improvement do you expect to see?

Focused use and monitoring of STAR Assessment Data

Who will monitor this strategy?

Implementation Milestones

Date	Implementation Milestone
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05 / 29 / 2026	
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Performance Improvement Leadership Team, Instructional Assessment Partners, Performance Analytics Manager and Data Analysts

 **Implementation 7**

What improvement do you expect to see?

Special Educators implement Comprehensive Literacy for All program

Implementation Milestones

Who will monitor this strategy?

Director of Special Education Services

Date	Implementation Milestone
10 / 31 / 2024	

 **Action Plan**

Action Step	Responsible Party	Start Date	End Date
Title 1 Principal monitoring end of unit Foundations assessment	Executive Director of Curriculum & Instruction, Literacy Partner, External Consultant, District Leadership Team, School Administrators, Family Advocacy groups	08 / 22 / 2024	05 / 22 / 2026
Literacy partner working with Instructional Coaches to support Foundations Implementation - access data, review reports	Executive Director of Curriculum & Instruction, Literacy Partner, External Consultant, District Leadership Team, School Administrators, Family Advocacy groups	08 / 22 / 2024	05 / 22 / 2026
Administer Preschool Early Literacy Indicator (PELI) and record results in centralized assessment platform	Director of Early Childhood Education, Literacy Partner, External Consultant, District Leadership Team, District Administrators, School Administrators	08 / 22 / 2024	05 / 22 / 2026
Use 10/25 coaches training day to dig deeper 10/7 Professional Learning Community training to support school collaborative teams with prioritizing standards	Director of Professional Learning, Executive Directors of Schools, External Consultant, Instructional Coaches Director of Early	10 / 07 / 2024	10 / 25 / 2024

Preschool teachers will use the results of this assessment as they set goals for student learning and discuss in their collaborative teams. Teachers need access to data in Illuminate (next cycle)	Childhood Education, Literacy Partner, External Consultant, District Leadership Team, District Administrators, School Administrators	11 / 01 / 2024	05 / 22 / 2026
Coaches attend ADCO 10/7 for training on identifying essential standards for school Collaborative Teams	Director of Professional Learning, Executive Directors of Schools, External Consultant, Instructional Coaches	10 / 07 / 2024	10 / 07 / 2024
Secondary Literacy and READ Act partners meet with Lexia School Literacy Team to review Lexia Data and READ plan numbers	Secondary Literacy and READ Act partners, SLT	08 / 22 / 2024	05 / 22 / 2026
School leadership teams complete CCLP year 2. Identify priority focus for next steps in supporting school leaders	Performance Improvement Leadership Team	08 / 22 / 2024	05 / 22 / 2026
Provide Star Phonics training to Instructional Coaches to increase data and assessment literacy	Directors of Professional Learning, Assessment & Performance analytics, Instructional Coaches, Instructional AssessmentPartners	08 / 22 / 2024	05 / 22 / 2026
Partner with School Leaders on how sites are making sense of and implementing culturally responsive education	Executive Director of Equity, Culture, and Community Engagement, Executive Director	08 / 22 / 2024	05 / 22 / 2026
Analyze site visit Equity Journey Maps to determine how CRE is being defined and practiced and identify supports/professional learning	Executive Director of Equity, Culture, and Community Engagement	08 / 22 / 2024	05 / 22 / 2026
Investigate the student experience connected to READ plans	Executive Director of Equity, Culture, and Community Engagement	11 / 01 / 2024	05 / 22 / 2026
6-week review of READ plan numbers; update secondary literacy interventionists on progress monitoring	Executive Director of Curriculum & Instruction, READ Act partner, Partner of Secondary Literacy	08 / 22 / 2024	05 / 22 / 2026
All ILC K-12 teachers trained in Comprehensive Literacy for All students and establish baseline of literacy instruction for cognitively impaired students	Director of Special Education Services	08 / 22 / 2024	10 / 31 / 2024
Mild Moderate teachers trained in Orton Gillingham	Director of Special Education Services	09 / 30 / 2024	10 / 31 / 2024

Assurances & Requirements

Requirement	Meets expectations for	Agreement
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The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).

ALL

I agree

The plan was developed in partnership with a variety of stakeholders, including district staff and the District Accountability Committee (DAC).

ALL

I agree

The district will involve stakeholders -- at a minimum the DAC -- in progress monitoring the implementation of the plan throughout the school year.

ALL

I agree

K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.

Serves K-3

I agree

District Board Approval : The local board reviewed and adopted the plan.

District

I agree

Attachments

- Final_~V2 Cherry Creek 5 UIP 2024-25.pdf
- Final_~V1 Cherry Creek 5 UIP 2024-25.pdf
- FactFigures.JPG