

Cherry Creek School District UIP: At a Glance (25–26)

The district's Unified Improvement Plan (UIP) was created to align with the Cherry Creek School District's Strategic Plan. The Strategic Plan outlines the process of examining and improving current literacy practices, focusing on the whole wellbeing of students and staff, and providing equitable access to high-quality education for every student. These strategic objectives drive the four Student Performance Priorities in the district's UIP: (1) Literacy: Reading Achievement, (2) Discipline: Fair and Equitable Practices, (3) Special Education: Fair Identification and Support, and (4) Health and Wellbeing: Student Belonging.



Literacy: Reading Achievement

Student Performance Priorities

By June 2026, we will:

- Increase the percentage of students reading at or above grade level from 56% to 65%.
- Increase the number of students successfully exiting READ Plans by 17%.
- Increase the percentage of K–3 students scoring above the SRD cut score by 10 percentage points.

Action Steps

- Strengthening reading instruction
- Using data to provide student supports and monitor their progress
- Supporting teacher collaboration (PLCs)

Measures & Targets

- Mid-year progress checks
- End-of-year proficiency rates



Special Education: Identification & Support

Student Performance Priorities

By June 2026, we will:

- Reduce the percentage of schools demonstrating overrepresentation of students by race in the categories of specific learning disability and speech-language impairment to 68% or fewer schools.

Action Steps

- Standardizing identification processes
- Strengthening early intervention (MTSS / RtI)
- Monitoring data for fairness
- Providing staff training on bias awareness

Measures & Targets

- Data collection on these groups of students at each school.



Discipline: Equitable Practices

Student Performance Priorities

By June 2026, we will:

- Reduce the percentage of male students with repeat discipline incidents from 21.6% to 17.3%.

Action Steps

- Using restorative practices (Restorative Justice)
- Focusing on prevention and relationships
- Reviewing discipline data regularly
- Training staff in equitable practices

Measures & Targets

- Track incidents in the Incident Management Workbooks



Health & Wellbeing: Student Belonging

Student Performance Priorities

By June 2026, we will:

- Increase the percentage of students in grades 3–12 reporting a positive sense of belonging to at least 60%.

Action Steps

- Strengthening SEL programs
- Building strong relationships
- Using student feedback (Panorama)
- Creating inclusive environments

Measures & Targets

- Spring Panorama SEL survey results
- Mid-year and end-of-year check-ins

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Common Terms You May See

- **READ Plan** (Reading to Ensure Academic Development): The Reading to Ensure Academic Development (READ) Act requires the creation and implementation of an individual intervention plan, called a READ plan, for students identified with a significant reading deficiency (SRD). ([CDE website](#)) ([CCSD Understanding Your Child's READ Plan](#))
 - **SRD** (Significant Reading Deficiency): The Colorado READ Act states that a significant reading deficiency is determined when a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the state board for the student's grade level (C.R.S. 22-7-1203). Upon determination of an SRD, information from the interim and diagnostic assessments and a body of evidence is used to inform the development of a student's READ Plan. ([CDE website](#)) ([CCSD Understanding Your Child's READ Plan](#))
 - **PLCs** (Professional Learning Communities): An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. ([All Things PLC](#))
 - **CTs** (Collaborative Teams): Teams of teachers who work together to plan instruction, review student progress, and improve learning for all students.
 - **MTSS** (Multi-Tiered Systems of Support): A framework used to organize and align the work we do as a school district to support all students and staff.
 - **Restorative Justice**: A way of responding to behavior that focuses on helping students learn from their actions, repair harm, and rebuild relationships rather than just receiving punishment.
 - **SEL** (Social-Emotional Learning): Skills that help students understand their emotions, build relationships, make good decisions, and feel confident and connected at school.
 - **Panorama** (Student Feedback Survey): A survey where students share how they feel about their school experience, including their sense of belonging, relationships, and wellbeing.
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Links to Resources:

- [Full UIP document](#) (Colorado Department of Education website)
- [Cherry Creek DAC](#)
- [Cherry Creek Strategic Plan](#)
- [Cherry Creek Strategic Plan Data Dashboard](#)