



Colorado's Unified Improvement Plan for Districts

Cherry Creek 5 UIP 2022-23 | District: Cherry Creek 5 | Org ID: 0130 | Framework: Accredited: Low Participation |

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Executive Summary



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Major Improvement Strategies

- *Disproportionality across various student indicators in the district.*



- Lack of consistent expectations of student learning across the district



- Continued Implementation of Universal Instructional Framework
- Implement a District Comprehensive Local Literacy Plan

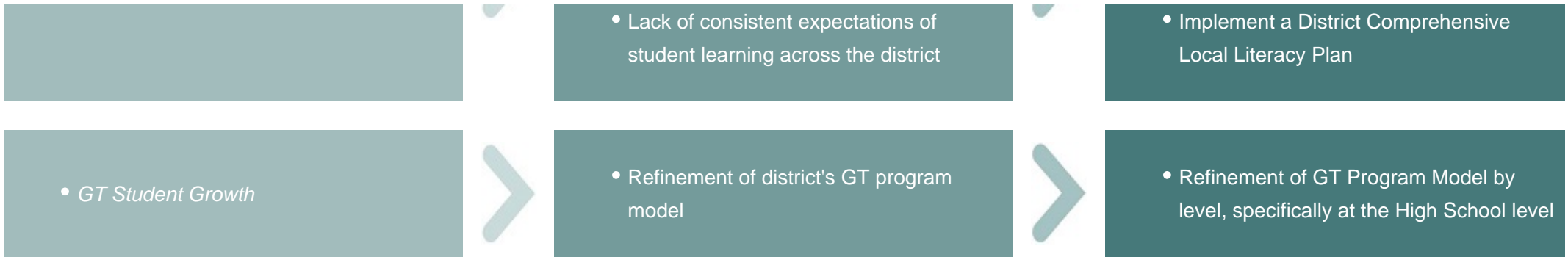
- *Reading achievement for K-12 students*



- Lack of a Multi-Tiered System of Support to identify and support student needs



- Implement a Multi-tiered System of Support
- Continued Implementation of Universal Instructional Framework



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

Improvement Plan Information

Additional Information about the District

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Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

The Cherry Creek School District is dedicated to kids and grounded in a belief that every student can succeed and achieve a bright future. Through conversations with our community over the past two years, we've identified five core values that guide our work and help every student find a pathway to a fulfilling future. Those five core values – Equity, Growth Mindset, Whole Wellbeing, Relationships, and Engagement – are the grounding force for empowering every student with what we call a Pathway of Purpose.

- **Growth Mindset**

- We believe in developing our abilities through hard work and dedication to continuous improvement.

- To do this, we must model as a district the power of growth and evolution; from classrooms to cafeterias to central administration -- we are all learners.

- **Equity**

- We recognize that based on factors including but not limited to race, disability, gender, geography and socio-economic status, students might not receive equitable educational opportunities. It is our role to break down these barriers to provide fair access to all.
- We believe in providing all students with the support and opportunity they need to forge their pathway of purpose.
- We must incorporate equity into every part of our district to create meaningful, positive change.

- **Whole Wellbeing**

- We believe in ensuring that our students, teachers, and staff are healthy, safe, engaged, supported and challenged so that they can thrive in school and in life.
- To do this, we must focus on our constituents' mental, physical, emotional and social needs.

- **Engagement**

- We believe in encouraging curiosity and investment in learning so that students feel seen and valued.
- To do this, we must redesign how we encourage and measure student engagement.

- **Relationships**

- We believe in the power of relationships in helping students and staff grow and thrive.
- To do this, we will build and nurture meaningful relationships throughout our school community that let us trust, empathize and belong.

Supporting success for ALL students is based on a district commitment to:

Inclusive Excellence:

Ensuring students have access to a high-quality, culturally responsive education that prepares them for our diverse world;

Supporting our students' academic and social development by addressing racial and cultural bias through a transformational equity framework;

Innovation - Implementing innovative practices, environments and experiences across the district to further engage students;

Professional Learning Communities - The district model for continuous improvement that relies on teacher teams at schools to regularly meet, share expertise to collaboratively refine teaching and learning outcomes

Facts and Figures

Student Enrollment

- Total students: 53558
 - African American: 11.8%
 - American Indian/Alaska Native: 0.5%
 - Asian: 9.0%
 - Hispanic: 20.9%
 - Native Hawaiian/Pacific Islander: 0.4%
 - White: 49.6%
 - Two or more races: 7.8%
- 27.1% of our students qualify for free and reduced lunch
- 150 languages are spoken by students across the district

Schools

- Elementary Schools (K-5): 43
- Middle Schools (6-8): 11
- High Schools (9-12): 6
- Alternative Education Campus: 1
- Online Campus (6-12): 1
- Innovation Campus: 1
- Magnet School (K-8): 1
- Charter Schools (K-8): 2
- Charter School (6-8): 1

Teachers

- 3,893 licensed teachers work in the district.
- Cherry Creek Schools has the third-highest number of National Board-Certified teachers in Colorado.

Graduation Rate

- The graduation rate for the Class of 2021 is 90.7%.



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).

Since the District UIP was last submitted, the targets set were not meet as determined by the current SP{F and state data.. While the district did implement a formative assessment resource for early literacy, the implementation of the resource was slowed by the onset of the pandemic. Similarly, the the implementation of a districtwide MTSS process was in its very early stages with the development of a guidance document and a possible pilot of a platform to help educators efficiently manage screening, interventions/enrichment, and progress monitoring activities. With the onset of the pandemic and a refocusing of district priorities, the strategy and action steps related to an MTSS process and platform has been reset to start with the current UIP.

GT Reflection

PY Target:*Attaining median growth percentile of 60%ile or higher by year 2023 as measured by state assessments in both Language Arts and Mathematics. As can be seen by the table below GT students exceeded 60th percentile growth in all state assessments.

CMAS-ELA	Non-GT	GT
2019	46 MGP	56 MGP
2021	50 MGP	65 MGP
2022	50 MGP	65 MGP
CMAS-Math	Non-GT	GT

2019	50 MGP	58 MGP
2021	49 MGP	55 MGP
2022	51 MGP	66 MGP
PSAT/SAT EBRW	Non-GT	GT
2019	53 MGP	58 MGP
2022	52 MGP	62 MGP
PSAT/SAT Math	Non-GT	GT
2019	56 MGP	56 MGP
2022	55 MGP	63 MGP

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

- Expand literacy to encompass all grade levels and introduce resources and supports for schools
- Reset the strategy and related action steps for implementing an MTSS process to start with the current UIP.
- Continue to implement a universal instructional framework

Current Performance

- **Celebrations**

- The graduation rate increased for almost every race/ethnicity group between 2018 and 2021. The only exception was the rate for American Indian students and students identified as belonging to one or more races.
- The percentage of American Indian students meeting the CCR benchmarks on the state administered PSAT/SAT EBRW assessments approximately 6 percentage points (66.1% to 72.2%) from 2019 to 2022. In Math, the percentage of students meeting the CCR benchmarks in PSAT/SAT increased by approximately 6 percentage points between 2018 and 2022 (46.7% to 52%)
- Across all grades, the Median Growth Percentile (MGP) for CMAS ELA tests has steadily increased between 2018 and 2022 for Black (37 to 46), Hispanic (41 to 44), and American Indian (32 to 51) students

- Across all grades, the Median Growth Percentile (MGP) for CMAS Math tests for Black (45 to 47.5) and Hispanic (45.5 to 47) increased slightly between 2018 and 2022. While the MGP for American Indian students increased substantively from 56 to 62 over that same timeframe, only 13 students received growth percentiles in 2022.
- The percentage of students meeting CCR benchmarks in CMAS ELA and Math assessments from 2018 to 2022 increased by approximately 4 percentage points from 10.5% to 14.7% in ELA and 10.3% to 14.0% in Math
- At the high school level, approximately 72% met the CCR benchmarks for the Evidence-Based Reading & Writing (EBRW) sections of the PSAT/SAT state assessments
- High school students also demonstrated growth above the state average in both EBRW (MGP=52) and Math (MGP=55)
- American Indian students demonstrated the highest MGP (59) on the EBRW sections of the PSAT/SAT assessments and, along with Asian students, showed the highest MGP (65) in math

Challenges

- Across ALL student groups, the percentages of students meeting CMAS College and Career Readiness (CCR) benchmarks in Math decreased from 43.2% in 2018 to 40.2% in 2022
- By racial/ethnic groups, the percentage of students meeting the CCR benchmarks decreased by at least two percentage points for almost every group with the exception of Black, Hispanic, and White students on the ELA tests and Black and Native Hawaiian/Pac Islander on CMAS math testing

Race/Eth	CMAS ELA		CMAS Math	
	2019	2022	2019	2022
Am Indian	41.7	37.8	34	29.3
Asian	66.9	65.3	67.5	64.3
Black	30.9	31.5	20.4	19.8
Hispanic	32.2	31.1	24.3	22.3
Nat Haw	32.9	30.8	21.9	22
2+	51.7	48.5	40.1	38.1
White	59.8	58	52	47.6

- In high school, percentage of students meeting the CCR benchmarks on the state administered PSAT/SAT Math assessments decreased substantively from 2018 to 2022 (57.4% to 48.9%).
- By racial/ethnic groups, the percentage of students meeting the CCR benchmarks on the EBRW College Board tests stayed relatively the same with the exception of the percentage for American Indian students which increased by almost six percentage points and Hispanic students which decreased by approximately two percentage points. For the Math section of the tests, the percentage of students meeting the CCR benchmarks in 2022 decreased by at least two percentage points for every racial/ethnic student group with the exception of American Indian and Native Hawaiian/Pac Islander students which increased by approximately three percentage points between 2019 and 2022

Race/Eth	EBRW		Math	
	2019	2022	2019	2022
Am Indian	66.1	72	49.2	52
Asian	82.1	83.1	76.4	72.7
Black	52.5	52.1	31.1	26
Hispanic	56	53.9	34	28
Nat Haw	61	61.3	35.7	38.7
2+	74.1	75	53	48
White	82	82	65.3	58.7

- For EBRW, the percentage of students meeting CCR benchmarks on the PSAT/SAT state assessments declined from 2018 to 2022 (73.2% to 72%)
- The percentage of SPED students in grades 9-11 who met the CCR benchmarks on the state administered PSAT/SAT Math assessments decreased between 2018 to 2022 from 14.7% to 13.5%
- EL students showed similar trends with percentage of students meeting the CCR benchmarks decreased from 22.1% to 15.5%
- Less than 60% of high school students met the Math benchmarks over that same time frame.
- By racial ethnic groups, less than 40% of Black or Hispanic students met the Math CCR benchmarks in grade 9 through 11 from 2017-2019
- Compared to the percentage of students enrolled in the district by race/ethnicity, there appears to be a disparate percentage of students receiving GT and/or SPED services in the district.

SPED/District

Asian 4.2/9.0

Black 13/11.9

Hispanic 26.6/21.2

White 46.9/49.3

Amlnd

GT/District

Amlnd 0.7/0.6

Asian 14.5/9.0

Black 4.1/11.9

Hispanic 9.4/21.2

White 63.5/49.3

2+ 7.9/7.8

Advanced Course Analysis

- There are disproportionate percentages of Black and Hispanic students identified in advanced courses across the district:
 - Black students – represent 9.4% of students taking an advanced course, 12% of the overall CCSD population
 - Hispanic students – represent 16% of students taking an advanced course, 21% of the overall CCSD population
- Over the last 3 years, Black and Hispanic students have consistently remained overrepresented in suspensions/expulsions as compared to district enrollment.

2019-20 All Suspensions & Expulsions/District Enrollment

Asian-3%/9%

White-36%/50%

Black-24%/12%

Hispanic-28%/21%

2020-21 All Suspensions & Expulsions/District Enrollment

Asian-3%/9%

White-38%/50%

Black-20%/12%

Hispanic-27%/21%

2021-22 All Suspensions & Expulsions/District Enrollment

Asian-3%/9%
 White-32%/49%
 Black-24%/12%
 Hispanic-30%/22%

- As can be seen in the table below, the participation rates on CMAS testing decreased substantively from 2019 to 2022 with the decreases larger at the higher grade levels; in 8th grade, less than half the students participated in CMAS testing.

Grade Level	ELA Test		Math Test	
	Participation Rate		Participation Rate	
	2019	2022	2019	2022
3 rd	95.50%	90.00%	95.80%	89.80%
4 th	96.60%	87.50%	96.60%	87.10%
5 th	94.70%	86.20%	94.90%	85.50%
6 th	90.60%	72.30%	90.70%	72.60%
7 th	86.60%	62.10%	86.90%	62.20%
8 th	77.30%	47.50%	77.30%	47.50%

Participation rates for PSAT/SAT state testing also decreased since 2019. While the large drop in the 2020-21 rates might be attributed to districts, schools, and families still navigating the return to in-person schooling, the decreases in participation rates for 2021-22 reveal similar patterns to what was observed in elementary and middle school levels.

Test	2018-19	2020-21	2021-22*
PSAT 9	90.80%	76.50%	82.20%
PSAT 10	90.60%	76.10%	83.60%
SAT	90.70%	83.40%	88.20%

Transitional District Performance Framework

Based on the weighted percentage of points earned on the 2022 Transitional District Performance Framework the Cherry Creek School District earned an "Accredited - Low Participation" rating from the Colorado Department of Education. The percentage of points earned this year was 67.8%, which was an increase from 63.9% reported on the last official DPF in 2019.

- Across Elementary, Middle, and High school levels, students with disabilities did not meet state expectations in the areas of language arts and math as measured by state tests.
- At the Middle and High school level, English Learners did not meet state expectations in ELA tests
- At the High school level, English Learner students did not meet state expectations in PSAT/SAT math test

GT Performance and Growth

*Scores from 2022 are more commensurate with historical achievement with 39% of GT students exceeding expectations in CMAS ELA and 32% in Mathematics which is substantially higher than their same-age, neuro-typical peers.

*Negligible difference in mean scale scores between GT elementary students to GT middle school students were noted from 2019-2022.

Trend Analysis



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 Math as measured by the CMAS has decreased from 43.2% in 2018 to 40.2% in 2022



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

The graduation rate for American Indian students has decreased over the last three years (87.9% to 82.6%)



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: 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: 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: 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: Stable

Performance Indicator Target: Disaggregated Achievement

On the CMAS Math assessments, the percentage of Black students and Native Hawaiian/Pac Islander students meeting the CCR benchmarks remained stable 2018 to 2022 (20.5% to 19.8% and 21.9% to 22%, respectively).



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

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: 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: Disproportionality across various student indicators in the district.

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.).



Root Cause: Lack of consistent 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.



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.



Root Cause: Lack of a Multi-Tiered System of Support to identify and support student needs

The district does not have a consistent process to assist teachers in the identification of student needs and the resources/strategies to meet those needs. At different times, teachers will need to provide varied levels of intervention for students who are not meeting grade level expectations. Likewise, the same teachers may need to extend the learning for students in their classroom who are learning beyond grade level expectations

Root Cause: Lack of consistent 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.



Priority Performance Challenge: GT Student Growth

While achievement of our prior year's growth target has been met, GT student growth is still lower than desired and stability over time has not been documented. Therefore, there is a need for a continued growth target.



Root Cause: Refinement of district's GT program model

Continued refinement of the district's GT program model, professional development focused on gifted instructional frameworks/practices, and larger capacity of teacher understanding of gifted learning needs continue to be areas of improvement which will directly impact GT student achievement and growth.

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.

Magnitude of Root Causes and Rationale for Selection:



The root cause were derived from discussions with district and school leaders along with members from the District Accountability Committee. The process with the groups involved a review of data, identification of trends, successes, and challenges, prioritizing which challenges were systemic across the district, then working through causes for why those challenges exist.

Additional Narrative / Conclusion

To meet the requirement of the Colorado Read Act, the Cherry Creek School District intends to implement the following:

2022/2023 Action Plan:

Administer the FastBridge Interim as a universal screener and iReady Diagnostic assessments as needed for SRD students
Phased Core Curriculum Rollout (Kindergarten-First Grade) using READ Funds (from approved list)

2023/2024 Action Plan:

Administer the FastBridge Interim as a universal screener and Diagnostic assessments as needed for SRD students
Phased Core Curriculum Rollout (Second-Third Grade) using READ Funds (from approved list)

2024 Desired State:

Administer the FastBridge Interim as a universal screener and Diagnostic assessments as needed for SRD students
Common scientifically and evidence-based instructional core program fully implemented K-3

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Continued Implementation of Universal Instructional Framework

Describe what will success look like: This MIS is a continuation of a strategy from previous UIP. If implemented successfully, teaching and learning across the district will be based on the Colorado Academic Standards that have been arranged in a common scope and sequence. The scope and sequence will guide teachers on what standards to teach and when the standards should be taught during the school year. A district Web page that will be developed and serve as the primary source for teachers to access instructional resources and training modules. A comprehensive aligned assessment system will also be provided so that teachers can regularly monitor and adjust teaching and learning through the use of formative, common formative, and interim assessments. With these resources in place, we would expect to see a more streamlined approach to teacher professional development and focused support for individual schools and teachers.

Describe the research/evidence base supporting the strategy: Research has shown that having a guaranteed and viable curriculum is a sound strategy for ensuring consistent, rigorous teaching and learning in a school system.


Associated Root Causes:



Lack of consistent 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
 Update Universal Instructional Webpage	Update resources, including instructional materials and trainings on district's UIF Webpage.	08/01/2022 06/01/2023	Performance Improvement Director Team, district coordinators, instructional coaches, educational technology coordinators, profession learning coordinators	
 Build Content Area Frameworks for specials	Develop content area instructional frameworks for Dance, Theater, World Language, Physical Education	08/01/2022 06/30/2023	Performance Improvement Leadership Team, PI Partners, teacher teams	
 Scope and Sequence for Science and Social Studies	Organization of the Colorado Academic Standards for Science and Social Studies into a common scope and sequence of expected learning throughout the year.	08/01/2022 06/30/2023	Performance Improvement Leadership Team, PI Partners, teacher teams	

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Continued updating of Universal Instructional Framework Webpage

Updating of District Webpage to house resources, including instructional materials and trainings for science, social studies, and visual and performing arts

08/01/2022
06/01/2023

Colorado Academic Standards Local and national curricular resources

Performance Improvement Leadership Team, PI Partners



Scope and Sequence for Science, Social Studies, Visual/Performing Arts

Organization of the Colorado Academic Standards into a common scope and sequence of expected learning throughout the year.

08/01/2022
06/01/2023

Colorado Academic Standards Local and national curricular resources

Performance Improvement Leadership Team, PI Partners



Implement a Multi-tiered System of Support

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: Multi-tiered systems of Support have been identified as required processes and systems to ensure students academic and behavioral needs are adequately served in a school system.

Associated Root Causes:

Lack of a Multi-Tiered System of Support to identify and support student needs:




The district does not have a consistent process to assist teachers in the identification of student needs and the resources/strategies to meet those needs. At different times, teachers will need to provide varied levels of intervention for students who are not meeting grade level expectations. Likewise, the same teachers may need to extend the learning for students in their classroom who are learning beyond grade level expectations

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Bi-Weekly meetings with pilot schools	Bi-weekly office hours to gather feedback and needs from schools	11/01/2022 05/31/2023 Weekly	Instructional assessment partners, data analysts, instructional coaches, school admin, MTSS coordinators, Information systems team (as needed)	
 MTSS Task Force meetings	Regularly scheduled meetings with multiple stakeholder task force developing MTSS framework for district	11/18/2022 05/31/2023 Monthly	Instructional assessment partners, content partners, data analysts	

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Universal screening and progress monitoring training	Train site leader and/or school staff on the use and purpose of the districtwide universal screening, diagnostic, and progress monitoring assessment tools to support teaching and learning	08/16/2022 02/01/2023	Training modules, work spaces	Instructional Assessment Partners, site leaders, Director of Assessment & Performance Analytics	
				Instructional assessment partners, data	



Pilot MTSS platform

Train with Title I Elementary Schools on the use and features of eduCLIMBER as a platform to support the MTSS process at their schools

10/03/2022
05/31/2023

Platform licenses,
training from
consultant,

analysts,
instructional
coaches, school
admin, MTSS
coordinators,
Information
systems team



Data uploads

Meet with IS team about loading academic and non-academic data into the eduCLIMBER platform

10/28/2022
10/28/2022

Instructional
assessment
partners, data
analysts,
Information
systems team



Consider literacy and
math
strategies/interventions
for MTSS

Meet with Content partners about math and literacy strategies that might be loaded in eduCLIMBER platform

11/11/2022
11/11/2022

Curricular
resources,
eduCLIMBER
platform

Instructional
assessment
partners, content
partners, data
analysts



Examine Current State

Survey schools to determine MTSS practices and understanding at each site.

11/11/2022
11/18/2022

Google forms or
Survey Monkey

Instructional
assessment
partners,
instructional
coaches, school
admin, MTSS
coordinators

Instructional
assessment
partners, content



MTSS Task Force

Create multi-stakeholder task force to develop shared understanding, language, practices, resources and refine guidance for school on MTSS processes

11/18/2022

05/31/2023

partners, data analysts, school and district admin, SPED/GT/EL partners,



Implement a District Comprehensive Local Literacy Plan

Describe what will success look like: The Cherry Creek School District Comprehensive Local 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: Cherry Creek School District's Comprehensive Local Literacy Plan (CLLP) 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

Associated Root Causes:


Lack of consistent 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

Start/End/

IB Name	Description	Repeats	Key Personnel	Status
 Consulting Planning Work	Work with external consultant to plan and facilitate meetings	09/01/2022 06/30/2023 Monthly	Literacy Partners, External Consultant, Director of Curriculum and Instruction	

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
 CLLP Stakeholder Tour	Meet with various stakeholder groups to gather feedback and thoughts on CLLP draft document	09/12/2022 01/12/2023		Director of C&I, Literacy Partner, External Consultant, District Leadership Team, School Administrators, Family Advocacy groups	
 CLLP Draft Revisions, and Publication	Create draft document to share with stakeholders. Include link to google form for stakeholder feedback	09/12/2022 09/30/2022		Director of C&I, Literacy Partner, External Consultant, District Leadership Team, School Administrators, Family Advocacy groups	
 CLLP Working	Develop a working group to complete revision to the CLLP with representation from Assessment and Performance Analytics, Professional Learning, ELS and SPED	09/30/2022 10/31/2022		Director of C&I, Literacy Partner, External Consultant, District Leadership Team, District Administrators, School	

Group

Administrators,
Family Advocacy
group



Refinement of GT Program Model by level, specifically at the High School level

Describe what will success look like: Refinement of components to outline direct access points for supports and services to occur for gifted students at the high school level. Growth on GT Program Rubric matrix by level • Growth of 12 points per K-8 school on the overall program rubric *Continued targeted professional development of Gifted Learning Teachers and general education GT Cluster teachers in the areas of gifted instruction and differentiation. Consultation with Dr. Jann Leppien for targeted professional development to support a 3-year implementation plan to train gifted teaching staff in constructing curricular experiences through the Parallel Curriculum Model to increase engagement and a consistent DOK 3-4 experience in Gifted Cluster Classrooms.


Associated Root Causes:



Refinement of district's GT program model:

Continued refinement of the district's GT program model, professional development focused on gifted instructional frameworks/practices, and larger capacity of teacher understanding of gifted learning needs continue to be areas of improvement which will directly impact GT student achievement and growth.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Planning with external consultant	Consultation with Dr. Jann Leppien for targeted professional development to support a 3-year implementation plan to train gifted teaching staff in constructing curricular experiences through the Parallel Curriculum Model to increase engagement and a consistent DOK 3-4 experience in Gifted Cluster Classrooms.	09/01/2022 01/12/2023	GT Director and staff, External Consultant	

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
				District level GTS	



Training for GT teachers and Gen Ed GT Cluster teachers

Continued targeted professional development of Gifted Learning Teachers and general education GT Cluster teachers in the areas of gifted instruction and differentiation.

08/15/2022
08/01/2024

Staff and 18 Gifted Learning Teachers (year 1) remaining 80+ Gifted Learning Teachers in years 2 and 3

Progress Monitoring: Student Target Setting



Priority Performance Challenge : Disproportionality across various student indicators in the district.



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2022-2023: Reduce the disparity in various student indicator measures by 3 percentage points. The indicators include attendance, discipline, program identification, advanced coursework and measured by looking at student race/ethnicity percentages in each indicator, relative to student race/ethnicity percentages in the district.

2023-2024:

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : Reading achievement for K-12 students



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2022-2023: The percentage of ALL CCSD students meeting the college and career readiness benchmarks in English Language Arts as measured on state assessments, will increase by three percentage points annually, over the next four years. To simultaneously eliminate the achievement disproportionalities by race, the percentage of Black, Brown and Indigenous students meeting the same benchmarks will increase by at least four percentage points

2023-2024:

INTERIM MEASURES FOR 2022-2023:



Priority Performance Challenge : GT Student Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Attaining and sustaining a median growth percentile of 65 percentile or higher by year 2024 as measured by state assessments in both Language Arts and Mathematics.

2023-2024:

INTERIM MEASURES FOR 2022-2023:
