



D49 District UIP

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Department 9

District 49 Unified Improvement Plan

District 49 is located in the North Eastern region of El Paso County encompassing portions of Colorado Springs, Falcon and Peyton Colorado. District schools include 22 district operated schools and 7 authorized charter schools, which combined serve approximately 24,000 students. District 49 is proud to offer a portfolio of schools and programs which include the International Baccalaureate Program, STEM, Core Knowledge and virtual, blended, alternative education and early college options. District 49 continues to work toward leading the way in offering innovative educational programs to meet the needs of every student. District 49 adopted GOAL Academy a large state-wide charter school serving a predominantly high-risk population of students, in July 2013. Our achievement and growth scores were impacted at the high school level with the addition of approximately 4,000 GOAL Academy students. However, our accreditation rating as indicated by our District Performance Framework continues to remain stable or improving. Our strategic plan includes a vision for our District to be the "Best Choice," while our mission to Learn, Work and Lead is carried out through five strategic priorities: 1) Ensure District 49 is a trustworthy recipient of taxpayer investment 2) Research, design and implement programs for intentional community participation 3) Grow a robust portfolio of distinct and exceptional schools 4) Build a firm foundation of academic knowledge and skills that ensure a successful progression through school and Page 3 of 20 beyond 5) Customize our educational systems to launch each student toward success. Our cultural priorities include 1) creating systems that promote a Community of Care 2) Systematically Equipping and Encouraging our staff In fall 2015, District leaders submitted a PEAK award application to Rocky Mountain Performance Excellence (RMPEX) and received a "Foothills Award" for district processes which support our vision and mission, "Best Choice to Learn, Work and Lead." RMPEX also provided a feedback report which will drive further planning and improvement efforts in our quest toward excellence. D49 submitted its second annual application in September 2016 which resulted in recognition as a "Timberline Award" recipient. Our third annual self-study was submitted to RMPEX in August 2017 and a site visit was conducted in November 2017 resulting in D49's recognition as "Peak" award winner, the prestigious award within the RMPEX organization.

Assessment Participation

CMAS

	District Participation		State Participation	
	2021	2019	2021	2019
Grade 3 ELA	49%	98%	76%	97%
Grade 4 Math	50%	99%	76%	97%
Grade 5 ELA	47%	98%	74%	96%
Grade 6 Math	39%	97%	69%	95%
Grade 7 ELA	30%	95%	64%	92%
Grade 8 Math	28%	91%	58%	89%

P/SAT

Test	2021 District Participation	2019 District Participation	2021 State Participation	2019 State Participation
PSAT 9	30%	90%	73%	93%
PSAT 10	29%	84%	73%	92%
SAT	37%	80%	80%	93%

Process and Stakeholder Involvement

The district improvement planning process consists of gathering input from members representing various schools, departments and stakeholders. Student achievement data including the District Performance Frameworks and school-level performance data are shared with the District Accountability Advisory Committee (DAAC) and a sub-committee of the DAAC meets regularly to review the UIP and discuss improvement strategies. Other stakeholders who provide input into the development of the UIP strategies and actions include: The Chief Education Officer, Executive Director of Learning Services, Executive Director of Individualized Education, Zone Superintendents, Coordinator of Academic Performance, Coordinator of Professional Learning, Coordinator of Literacy Performance, Data Analysts, Director of Special Education, Coordinator of English Language Development, and Coordinator of Gifted and Talented Education, Director of Applied and Advanced Learning and Coordinator of Title Programs. These leaders represent the Education Office, and all district schools and charter schools. Upon completion of the District UIP, the Executive Director of Learning Services presents the UIP to the Board of Education prior to final submission to the Colorado Department of Education and public stakeholders.

Data Review & Notable Trends

The COVID pandemic impacted the availability of state assessment data, our local assessment results, and our notable trends. While many districts saw a decrease in enrollment for the 2020-2021 school year, D49 had a slight increase in enrollment moving from 23,120 students in 2019-2020 to 23,242 students. During the 2020-2021 school year, we had 31% of students qualify as free/reduced which was a very small decrease from 32% in the 2019-2020 school year.

1. Primary Literacy, Math and Reading continue to be an area of focus. D49 administers the Acadience Literacy Assessment three times each year. Beginning of year (BOY) and end of year (EOY) results show formative growth from BOY to EOY as well as summative growth at the end of the third grade. In previous years, our data has shown upward trends in formative growth; however the data from SY21 BOY was profoundly impacted by COVID. At EOY our district-wide primary literacy results also indicated a lower percentage of students demonstrating proficiency than in a typical year, with only 71% of third grade students scoring at benchmark or above. Math and Reading proficiency and growth continue to be areas of focus. Students took STAR Reading and Math Benchmark Assessments during the 2020-2021 school year. The STAR Reading proficiency rate was 34.2% with a fall to spring student growth percentile of 63.4%. The STAR Math proficiency rate was 45% with a fall to spring student growth percentile of 59.9%. This was a newly administered assessment for many of our students so no trend data is available at this time.
2. D49 continues to focus on ensuring that all students are college or career ready. Trend data indicates that high schools are underperforming on college readiness exams. D49 schools rank below state averages for SAT achievement and growth.
3. Student Behavior and Mental Wellness is also an area of focus. In D49, our trend data indicates an increase in Safe2Tell Reports from SY18 to SY20 from 274 reports to 458 reports. We have maintained a 100% resolution/ follow up rate with Safe2Tell incidents, even as the overall number of reports increased. The majority of tips received are mental health related. Trend behavior incident data has been impacted starting in the 2019-2020 school year by the pandemic as students moved to remote learning in March 2020 and in the 2020-2021 school year we had periods of time when students were remote. However, qualitative data from schools indicates increased disruptive and harmful student behaviors over the past two school years.

Performance Challenges

Math Growth and Early Literacy Proficiency

The district is currently not making adequate growth with students in math.

Identifying "pathways" to mathematical success supports building firm foundations in numeracy and problem solving leading to higher levels of mathematical rigor. Ensuring students have the foundational literacy skills mastered in early grades supports their academic success in all content areas as they progress through the grade-levels. Research indicates that students who do not read by third grade have significantly more difficulties throughout their school career and life.

College Readiness

Comprehensive High Schools are underperforming on college readiness exams. D49 schools rank below state averages for SAT achievement and growth.

High School scores on college readiness exams have historically been below the state average. The PSAT and SAT are indicators of student readiness for college. In support of our strategic priority to Launch Every Student Toward Success, it is essential that our students perform well on college readiness exams.

Social Emotional Needs & Wellness

Helping students develop social and emotional skills, supporting their mental wellness, and addressing student behavior are all needs amplified over the past two school years.

Root Cause Identification and Verification

After careful analysis of a variety of data sources (DPF, SPF, CMAS, SAT, PSAT, Graduation Rates, College Remediation and Drop-out Rates, and local data sources (Acadience Reading and Math) we identified and verified the following root causes:

- 1) *Achievement and Growth Gaps* - Leaders and teachers continue to need training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.
- 2) *Professional Development* - Continued professional development needs to be delivered, reviewed and implemented by instructional leaders on a consistent basis.

These root causes were examined and verified by the District Performance Framework, with input from the principals, Zone Superintendents and reviewed by the District Accountability Advisory Committee (DAAC), UIP sub-committee and Board of Education.

Gifted Education

The Gifted Department of School District 49 has reviewed the limited data available for our gifted students, and observed that the same trends happening across the district for achievement in the area of math and ELA, are similar to our gifted students with local assessment data. Our district has yet to be provided with disaggregated data from CDE for our gifted population on CMAS. However, we were able to analyze PSAT/SAT data results. Our students are meeting or exceeding state expectations in the area of reading and writing at a high level: PSAT 9 Gifted 98.2%, PSAT 10 Gifted 97.5%, and SAT 11 Gifted 94.5%. Our students, in the area of math, are not performing as well on these assessments in comparison to performance on reading and writing. Our percentage of meets or exceeds expectations in math on PSAT 9 Gifted 91%, PSAT 10 Gifted 86.2%, and SAT 11 Gifted 82.5%. Our department will continue to monitor gifted students' achievement and affective growth through their ALP goals, with an aligned focus of math growth per the district's UIP strategic targets. In addition to achievement data, our department is focused on social/emotional learning and targeting students' mental health, increasing gifted identification of underrepresented populations, increasing identifications across all areas of giftedness, improving engagement and collaboration with stakeholders, and to continue providing professional development on gifted education throughout our district. Therefore, a convergent set of goals for gifted education will align with the district's UIP in the identification of root causes, improved teaching strategies, shared common targets, and monitor continuous improvement in mathematics.

Action Plan 9.1

Firm Foundations

Commit to an intentional focus on building firm foundations through Primary Literacy Proficiency in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade.

Continue a focus on building Mathematics Proficiency K-12 to ensure students have firm foundational skills at each level, elementary through high school.

Project: 4

Local Accountability Indicator Area

Student Learning

Associated Root Cause(s)

Achievement and Growth Gaps

Project 9.1.1

Jul 28, 2021 - Jun 30, 2022

Literacy Trainings

Provide training for teachers, paraprofessionals, and administrators on instructional strategies for teaching and assessing literacy skills.

Resources

Title II: \$12,000

Project 9.1.2

Aug 02, 2021 - Jun 30, 2022

Literacy Conferences

Send literacy leaders, principals, and coaches to state and national conferences to build leadership skills for literacy instruction and development.

Resources

Title II: \$10,000

Project 9.1.3

Jul 26, 2021 - Jun 30, 2022

Renaissance Assessments

Provide training for teacher leaders and administrators to support the continued use of Renaissance Assessments, customized student learning tools, and reporting systems.

Resources

Title II: \$5,366

Project 9.1.4

Jul 26, 2021 - May 27, 2022

Math Coaching and Training

Provide teachers and leaders with targeted professional development and ongoing coaching in mathematics. Provide tuition assistance for up to four teachers to pursue a math endorsement for K-8 instruction. Send teachers and leaders to the NCTM Conference.

Resources

Title II: \$40,536

Action Plan 9.2

Every Student

Ensure all students are career or college ready by implementing individualized pathways for students.

Effectively plan for and deliver instruction and provide interventions to address achievement gaps to meet the individual needs of every student.

Project: 7

Local Accountability Indicator Area

Student Learning

School Culture

Associated Root Cause(s)

Achievement and Growth Gaps

Project 9.2.1

Jul 01, 2021 - Jun 30, 2022

Community Liaisons

Hire, train, and support Family Liaisons at each Title I School to support families with strategies and resources to help students with school success. Hire a Family Liaison to support CLDE families district-wide.

Resources

Title I: \$281,184; Title III: \$31,474

Project 9.2.2

Aug 02, 2021 - Jun 30, 2022

Parent Education & Family Engagement

Facilitate parent education classes to equip families with strategies and resources to support their students in an effort to increase student achievement. Provide childcare for families to attend CLDE parent courses. Purchase supplies for family engagement. Provide translation of Title I documents in a language understandable by parents.

Resources

Title I: \$28,339; Title III: \$43,202

Project 9.2.3

Sep 01, 2021 - Jun 30, 2022

DEI & Culturally Responsive Training

Provide training opportunities on diversity, equity, inclusion, and culturally responsive teaching strategies.

Resources

Title II: \$10,000

Project 9.2.4

Jul 26, 2021 - Jun 30, 2022

CLDE Training

Provide professional learning opportunities for teachers to support them with instructional strategies for CLD students. Send leaders to a dual language immersion conference. Provide training for two district leaders to support school implementation of WIDA School Improvement Survey.

Resources

Title II: \$7,000; Title III: \$36,500

Project 9.2.5

Aug 02, 2021 - May 20, 2022

Preschool for CLDE

Supplement the cost of preschool for CLDE families.

Resources

Title III: \$8,000

Project 9.2.6

Feb 01, 2022 - Feb 28, 2022

Modern Teacher Training

Send teachers and leaders in the Falcon Zone to the National Conference on Digital Convergence.

Resources

Title II: \$36,473

Project 9.2.7

Aug 02, 2021 - Jun 10, 2022

Career and College Plans & Resources

Purchase student assessments to gauge interest and aptitude for career and college planning. Purchase college-level textbooks for free and reduced lunch students participating in college-level coursework. Cover exam fees for free and reduced lunch students for accelerated and advanced placement tests. Cover training costs for two educators to implement Lector's College Awareness Program to increase college entrance among CLD students.

Resources

Title IV: \$30,864; Title III: \$600

Action Plan 9.3**Social Emotional Needs and Wellness**

Commit to restoring student Behavior and Wellness occurrences by 50%. By implementing best practices and community and parental involvement strategies throughout the district.

Project: 5

Local Accountability Indicator Area

Leadership
Student Learning

Associated Root Cause(s)

Professional Development

Project 9.3.1

Aug 02, 2021 - May 27, 2022

Wellness Supplies

Purchase supplies for student wellness.

Resources

Title II: \$43,900; Title III: \$6720

Project 9.3.2

Jul 01, 2021 - Jun 30, 2022

Social Emotional and Wellness

Provide professional development opportunities to support the social-emotional needs of students. Send leaders to health and wellness conferences to learn about student and staff wellness best practices. Provide a stipend to school wellness co-leaders to lead wellness efforts in their building.

Resources

Title II & IV: \$39,150

Project 9.3.3

Jul 19, 2021 - Jun 30, 2022

Restorative Practices

Employ a .25 Restorative Practices (RP) Manager to support with RP implementation and training. Pay a stipend for facilitation of RP trainings

Resources

Title II: \$18,500

Project 9.3.4

Jul 12, 2021 - Jun 30, 2022

Capturing Kids Hearts

Provide training in Capturing Kids Hearts to new teachers and paraprofessionals in the Power Zone. Purchase Capturing Kids Hearts Premium to provide comprehensive, on-going support and professional learning.

Resources

Title II: \$25,500

Project 9.3.5

Ongoing - Ongoing

Coordinator of Community Care

- District has created a position of Coordinator of Community Care. This department will initiate and monitor the following:
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 - 1. Driving the Neurosequential Model in Education (NME) into District 49 as a foundational awareness for all that we do to support student well-being and learning while taking into account the neuro-biology of student learning.
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 - 2. Growing in our practices in Trauma-Informed Care, and Trauma-Informed Response.
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 - 3. Remaining intentional of Adverse Childhood Experiences (ACEs) that our students carry.
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 - 4. Following a very unique process to support our students through our Suicide Risk Assessment (SRA) and our Violence Risk Assessment (VRA). Utilizing QPR (Question, Persuade, Refer) as a level one suicide prevention tactic.
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 - 5. Partnering with outside agencies to provide Youth Mental Health First Aid Training.
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 - 6. Wellness Summit planned for January 5th, 2022.
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 - 7. (3) Community Engagement Advocates (CEAs) / Licensed Social Workers to support families in connecting with community resources, etc.
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 - 8. (3) Board-Certified Behavioral Analysts (BCBA's) to support behavior needs throughout the district.
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 - 9. Wellness Coordinator to support physical wellness through various efforts.
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 - 10. Restorative Practices model in supporting conflict, discipline, etc.
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 - 11. Creating a shift from, "What's wrong with you", to "What happened to you and what do you need".
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