



Colorado's Unified Improvement Plan for Districts

ENGLEWOOD 1 DISTRICT UIP 2018-19 | District: ENGLEWOOD 1 | Org ID: 0120 | Framework: Accredited with Improvement Plan: Low Participation |

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Executive Summary

If We...

SYSTEMS OF PWR INTERVENTIONS

Description:

Postsecondary Workforce Readiness (engagement and re-engagement of students). We are offering relevant and engaging learning opportunities for students that ensure they are prepared for and successful in their options after high school graduation. This includes attendance, social/emotional, and academic interventions that support students' on-time graduation.



INSTRUCTIONAL INFRASTRUCTURE

Description:

We are creating and implementing the use of a comprehensive curriculum in English Language Arts, Math, Science, and Social Studies to drive quality lesson planning. This also includes the use of Year-At-A-Glance documents to support attainment of grade-level expectations over the course of a school year as well as an aligned assessment system. This is the foundation for our Tier 1 instruction.



COLLABORATIVE STRUCTURES

Description:

We are creating and implementing a system for effective PLCs which are lead by a principal, AP, or instructional coach that is focused on the PLC cycle and DuFour's four guiding questions. All PLCs will unpack standards, use common assessments, plan instruction, assess learning, evaluate data, execute interventions & enrichment, and reassess learning.



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SYSTEM OF PWR INTERVENTIONS

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We are offering relevant and engaging learning opportunities for students that ensure they are prepared for and successful in their options after high school graduation. This includes attendance, social/emotional, and academic interventions that support students' on-time graduation.



Then we will change current trends for students

PWR: GRADUATION RATES, DROPOUT, AND MATRICULATION

Description:

Graduation, dropout and matriculation rates continue to not meet the state averages and expectations.



ELA AND EBRW: ACHIEVEMENT AND GROWTH (ELEMENTARY, MIDDLE AND HIGH SCHOOLS)

Description:

All students at the elementary and middle school levels in English Language Arts meet the Median Growth Percentile (MGP) of 50. At the elementary level, students have a mean scale score of 735.8 falling below state mean score of 739.5. At the middle school level, students have a mean scale score of 731.1 falling well below state mean score of 740.1. At the high school level, the PSAT 8/9 and 10 EBRW scores average are 435.3 falling well below the state mean of 461.1. The SAT EBRW scores are 480 falling well below the state mean of 515.



MATHEMATICS: ACHIEVEMENT AND GROWTH (ELEMENTARY, MIDDLE AND HIGH SCHOOLS)

Description:

The MGP of all students at the elementary and middle school levels in Mathematics is 49; falling just below Median Growth Percentile (MGP) of 50. At the elementary level, students have a mean scale score of 727 falling below state mean score of 734.3. At the middle school level, students have a mean scale score of 722 falling well below state mean score of 731.2. At the high school level, the PSAT Math score average is 417.8 falling well below the state mean of 448.4. The SAT Math scores are 456.9 falling well below the state mean of 503.



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

Improvement Plan Information

Additional Information about the District

We are opting out of this section. It will be included throughout the DUIP.

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Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

Englewood Schools is an historic school district that is on the rise. We are truly the hub of the community and strive to be a place where all stakeholders belong and thrive. We live our daily mission of preparing all students for future success through learning, leading, engagement and action at Englewood Schools. Englewood's Academic Advancement Initiative (AAI) guides us to take focused and bold action to ensure equity for all by implementing:

- Cohesive and aligned English Language Arts and Math Curricula
- Strategic teacher and principal development through collaborative structures

We are in pursuit of remarkable improvements throughout Englewood Schools and remain true to our vision of graduating the leaders, thinkers, and explorers of tomorrow. We are in our second year of collaboration with the University of Virginia Partnership for Leaders in Education (UVA PLE) which has held us accountable to the deliverables of our strategic plan. Our strategic plan focus includes: Learning-Whole Child, Whole Adult; People-Assets and Partners; Systems-Big Picture Thinking. This includes building a strong instructional infrastructure, developing our leaders, supporting while holding all accountable for student learning, and ensuring we are retaining the best to serve our students. We intentionally engage our community in a shared commitment to safety, wellness, accountability, communication and transparency. It truly takes a village to educate the whole child in Englewood.

Englewood is a small urban community approximately 6.5 square miles in size located near the geographical center of the Denver metropolitan area. Our district provides its 2,600 students with access to quality teachers and engaging programs within one early childhood center, four elementary schools, two middle schools and two high schools.

Nestled between the city of Denver and its suburbs to the south, Englewood Schools allows students to thrive in a unique learning environment that is enhanced by five new buildings with the passing of our bond. We have replaced three of our four elementary schools and our early childhood education center.

Each of these schools, combined with the district's innovative programs, make Englewood Schools unique. The Early Childhood Center again earned a four-star rating through Qualistar Colorado for providing a comprehensive system of services addressing the needs of the whole child, family, and community. Free, full-day kindergarten is offered to all families at all elementary schools. Free breakfast is served at all of our schools. Englewood Leadership Academy, a choice middle school, is a multi-year recipient of the John Irwin School of Excellence Award including 2018-19. Clayton Elementary earned the Colorado Centers of Excellence Award for their demonstration as one of the highest rates of student longitudinal growth, as measured by the Colorado Growth Model. Englewood Schools also provides excellent programs including one-to-one technology for all students, kindergarten through 12th grade, and a library of over 3,000 electronic books. AVID (Achievement Via Individual Determination) is utilized as a school-wide college preparatory system in grades 7-12 at our secondary schools. Our concurrent enrollment course offerings allow students to earn both high school and college level credit.

Englewood Schools offers multiple Career and Technical Education pathways, which include:

- STEM (Science, Technology, Engineering and Math with state-of-the-art Creative Learning Systems SmartLabs)
- Fabrication and Robotics
- Computer Science
- Catering (instructional lab with individual cooking spaces)

- ProStart (two-year nationally-recognized program with an industry-standard kitchen)
- Business (active Future Business Leaders of America chapter)
- Broadcast Journalism (industry-grade broadcast studio and editing equipment; award winning school newspaper)
- Cosmetology and Esthetics programs (facilities open to the public)
- Sustainable Agriculture and Green Energies
- Audio Production

Students have many options for learning. Englewood’s students are engaged in STEM learning in pre-kindergarten through 12th grade. Every school has a STEM lab and all elementary students attend STEM at least once a week. Other opportunities include an elementary International Baccalaureate programme, an accelerated middle school, and alternative education opportunities at the high school level. Englewood is proud of its arts programming including an awarding winning high school band, annual performing arts and theatre productions, and a district art show. Outside of the classroom, all students have access to low-fee athletics, engaging clubs, and a plethora of activities.

Title funding is critical to the success of Englewood Schools. We begin by identifying schools and then focusing on students that are not meeting or are at-risk of not meeting the Colorado Academic Standards (CAS) and the Colorado English Language Proficiency (CELP) standards. We identify schools by analyzing various data. This includes summative, interim and formative data. Summative data include CMAS: ELA, Math, Science, and Social Studies; PSAT 8/9; PSAT10; SAT; ACCESS for ELLs; CoAlt; and DLM. We then further analyze this data by subcategories (Titles: EL, F/RL, Minority, and SWD), when applicable, and by teacher. We analyzed the seven different ways Title can be allocated, then looked for trends across our system in order to ensure we are appropriately spending Title funding on the students and sites that have the greatest needs. Equitable Distribution of Teachers (EDT) analyses has helped us identify sites, according to equity by poverty, that are in need of more experienced teachers. When combined with our summative data analysis, we can identify teachers that are making the greatest gains with positive achievement and growth. We ensure those teachers are being elevated across our district so that others may learn from them. As part of our work with the UVA PLE, we are making tweaks through the continuous improvement cycle to our plan for retaining and hiring the best and brightest teachers.

When determining the allocation and appropriation of Title IIA dollars, we also review the EDT. As stated above, we understand the importance of students who are impacted by poverty and/or are identified by subcategories to be taught by experienced, high-quality teachers. Additionally, we use our Title II dollars to fund a Learning Services Coordinator that guides "just-in-time" professional development that will positively impact student growth and achievement. The human capital development component is critical for the success of all students and staff. Title I dollars are spent on school-wide improvements which are provided by professional instructional coaches, interventionists, and behavioral specialists, as well as increasing parent involvement. Behavioral specialists and counselors are critical to supporting our students social-emotional well being. Title III dollars are instrumental in connecting with our English Language Learner (EL) community. Our EL coordinator hosts monthly meetings to connect with our EL parents/guardians. This year, we hired a district level Family, School, Community Liaison to strengthen and create more relevant parent and family partnerships. This has proven instrumental in ensuring our family, school, community partnerships element in our Multi-Tiered System of Supports is thoughtful and systematic.

Assessment data are analyzed by the Learning Services Team and during Professional Learning Community (PLC) weekly meetings at the school sites. Interim data, using the Illuminate system, are also broken down by subcategories (EL, F/RL, Minority, and SWD), when applicable, and by teacher. Professional instructional coaches are instrumental in analyzing and using interim data in a meaningful way, especially for our students who are most at risk. Coaches work with teachers to identify gaps in their students' understanding and application of the CAS, plan high quality instruction to close those gaps, and have begun to differentiate for learners by skill. We use a wide variety of formative assessments to meet our students needs on a daily basis. Formative assessment data help us to identify learning as well as social-emotional wellness gaps. From simple check-ins to exit tickets, teachers use a plethora of methods to check for understanding on an ongoing basis.

The guidance and support Englewood provides to schools depends on the needs as identified by quantitative and qualitative data. We use our AAI to focus our professional development for administrators, coaches, and interventionists. We provide on-site follow-up through weekly principal site visits and PLC coaching to ensure all schools have a system to serve students. Interventions are researched based and students flex within tiers to allow teachers to better meet students' needs. We are honing our practice to ensure we are identifying students that are not meeting or at risk of not meeting the standards through the PLC process, more specifically, RtI and the Layered Continuum of Supports.

The district has several grants that positively impact the system. At all sites, we have the Student Wellness grant and the Centers for Disease Control grant. Through these grants, wellness committees were formed to improve the physical, nutritional, and social-emotional wellness of students. Clayton Elementary is continuing its work with the Early Literacy Grant, which focuses on improving literacy in kindergarten through grade 3. Colorado's Finest High School of Choice is in its first year of the Connect for Success grant, which looks at increasing the graduation rate of our students. Charles Hay and Bishop Elementary continue to partner with CDE for the State Identified Measurable Result (SIMR) project. The district is in year 2 of the EASI grant which funds our partnership with UVA thanks to the Colorado Department of Education. The Counselor Corps grant provides an additional counselor at Colorado's Finest that is instrumental in supporting the success of students who choose an alternative secondary program. The Colorado Opportunity Scholarship Initiative (COSI) grant supports the district's work on increasing the number of graduates who continue on to postsecondary education. The Expelled and At-Risk Students Services grant (EARSS) provides much needed support for our middle school and high schools students who are habitually truant, at risk of being expelled or are expelled. Reduce the Impact of Stress and Trauma or RISE helps us provide trauma informed services for our middle and all high school students. We are very excited to continue benefiting from the 21st Century grant program at four of our schools (Cherrelyn, Englewood Middle School, Clayton, and Colorado's Finest High School of Choice). We have outside foundations and partnerships that are also very supportive of Englewood Schools.

The demographics of our district are varied and pose some unique challenges. Approximately 23% of all Englewood Schools' students come from outside the school district. Our current free/reduced lunch (F/RL) rate is 64.2%. Given this high rate, we understand there are chronic stressors that impact our students on a daily basis. Our Title funding helps us to meet the needs of students that are impacted by poverty. Our English Learner (EL) population is comprised of 14.1% of our student population. We have students that come to Englewood Schools and speak little to no English. This is more prevalent at certain sites. For example, Bishop Elementary has an EL population of 33.8%. Our EL coordinator ensures we are partnering with our EL families and welcoming them to our neighborhood through our parent council. In the classroom, teachers access our curriculum which explicitly shares ways that allow for greater access to the content for our students who are ELs. Approximately 8% of our population was homeless in 2017-18. This impacts student learning and a student's social-emotional well being; therefore, we partner with other agencies to help meet their needs. Students identified as having disabilities and are on Individual Education Plans (IEP) make up 12.5% of our student body. Our students on IEPs are beginning to make growth. 5.8% of our population is identified as gifted (GE). We have a GE administrator who oversees Advanced Learning Plans (ALP) and course offerings that meet the needs of our gifted learners. We have made improvements to gifted educational programming by making changes based on recommendations of the Colorado Gifted Education Review (CGER) audit. Additionally, the GE administrator facilitates monthly meetings to ensure there is parent voice in gifted education. This plan is laid out in greater detail in the Addenda section of the UIP. Attendance

is an area of growth at several of our sites. Last year's district attendance rate was 88.9%, which includes our alternative education campus. In 2017-18, our mobility rate was 16.3%. We continue to identify gaps and serve the learners that come to us from other districts and/or countries and prepare all students who leave Englewood Schools for their next opportunity. The district continues to focus on how to best meet the needs of our students with Tier 1 instruction through AAI. We support our varying demographic needs through differentiation in the classroom as well as multiple wrap around support services.

We feel it is an honor to serve the students of Englewood, and we continue to improve our systems to better meet the needs of all learners. With the opening of five new schools in Englewood, we are embracing the opportunity to have the instruction and learning match the beauty of the facilities in which it takes place.

Englewood was accredited with "Improvement Plan: Low Participation" on our 2018 district performance framework. We have made growth from 2017, and are continuing to put systems into place for our upward trajectory. We have increased in many areas for academic achievement and growth. Our accountability participation rates are above 98% in the three subject areas. Through the continuous improvement cycle, we reflect on the areas where we are meeting and approaching state expectations, and we have addressed the specific areas where we are not meeting state expectations in our UIP.

As the district reflects on current practice and adjusts the systemic plan to move forward, we want to ensure the replication of successful practices through data analysis, targeted professional development, quality Tier 1 instruction, and differentiation for every student. We do this by pulling all stakeholder groups together in this process. The UIP team, Superintendent's Cabinet, Learning Services Team, building data teams, and the District Accountability Committee (DAC) worked together to analyze the growth and achievement data for all content areas and subgroups. Our DAC and site level School Accountability Committees are representative of our student population. Additionally, we analyzed local data including Illuminate, DIBELS, and Quarterly Writing data. After analyzing trends, we discussed the likely cause of changes in both dynamic and static data, brainstormed a list of root causes, and narrowed down the root causes to three main areas: instructional infrastructure, collaborative structures, and systems for intervention for PWR. These are different root causes than in the past. Through creating a new plan, working the plan, and monitoring the plan through the continuous improvement cycle, we have made system-wide adjustments to move student achievement and growth forward. We will continue to make every decision by asking ourselves, "What is best for students?"

As identified in Section I: Summary of District, we will be addressing several areas, including but not limited to:

- Achievement Performance Indicator where disaggregated groups met state expectations in 0 of 34 indicators.
- Academic Growth Indicator where disaggregated groups met state expectations in 7 of 26 indicators.
- Postsecondary and Workforce Readiness Indicator where the district met state expectations in 0 of 9 indicators.

The strategies to raise student achievement, growth, and PWR expectations include focusing on:

- Instructional Infrastructure. We are creating and implementing the use of a comprehensive curriculum in English Language Arts, Math, Science, and Social Studies to drive quality lesson planning. This also includes the use of Year-At-A-Glance documents to support attainment of grade-level expectations over the course of a school year as well as an aligned assessment system. This is the foundation for our Tier 1 instruction.
- Collaborative Structures. We are creating and implementing a system for effective PLCs which are lead by a principal, AP, or instructional coach that is focused on the PLC cycle and DuFour's four guiding questions. All PLCs will unpack standards, use common assessments, plan instruction, assess learning, evaluate data, execute interventions & enrichment, and reassess learning.
- Postsecondary Workforce Readiness (engagement and re-engagement of students). We are offering relevant and engaging learning opportunities for students that ensure they are prepared for and successful in their options after high school graduation. This includes attendance, social/emotional, and academic interventions that support students' on-time graduation.

Success begins with the leadership team at the district and school level. The leadership team creates and monitors the system to support students with our AAI. Englewood's district professional development is focused on using data to drive instruction in a purposeful way and layering on supports for students whose needs are not being met through Tier 1 instruction (academic and social-emotional well being). We continue to have professional development around family, school, and community partnering this year. Postsecondary and workforce readiness is focusing on the engagement and re-engagement of students. We continue to work toward aligning courses, creating multiple pathways to a diploma, and ensuring every student has a plan post-graduation. The instructional coach program is in its

third year and we have coaches in every building. The coaches are focusing on the coaching cycle while providing support to individual teachers as well as all PLCs. The instructional coach program is progress monitored through the gathering and analyzing of formal and informal data on a regular basis. This data is used to provide timely feedback and intensive training for the coaches. Supporting all people involved in the educating of our children is at the heart of our plan.

Englewood appreciates its partnership with CDE. We have created new systems in order for students, parents, and all staff to grow and learn together.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets). Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Current Performance

- Englewood Schools current performance is displayed through a combination of state and local data. We addressed the areas where expectations were not met and provided a description of the magnitude of the challenges, as well as the creation and implementation of the Academic Advancement Initiative.

Englewood Schools District Performance Framework's (DPF) accreditation category for 2018 is Accredited with Improvement Plan: Low Participation with 47.1/100 points. When reviewing current performance, we analyzed where Englewood School District is "meeting expectations" and the areas we "did not meet" or are "approaching" using the District Performance Framework (DPF) for 2018. The following analysis is based on the 2018 DPF and local data (2018 data).

The DPF Summary section shows Englewood Schools "meets" state expectations in the area of Elementary Academic Growth. Growth has historically been an area of celebration for our District. We will continue to move forward, focusing on Tier 1 instructional practices which will meet at least 80% of the students needs.

Englewood did not meet state expectations for Test Participation Rates in English Language Arts (93.4%), Math (93.4%), and science (86.7%). When factoring in "Parent Excuses", we exceed the 95% threshold in all three subject areas.

The DPF shows Englewood Schools "Meets" state expectations in the following areas:

Elementary Schools Academic Growth:

- English Language Arts (All Students, EL, F/RL, and Minority Students)
- Math (All Students, and Minority Students)
- Overall: Meets with 19.25/28 points

Middle Schools Academic Growth:

- Math (EL)

High Schools Academic Growth:

- CO PSAT/SAT EBRW (All Students and EL)

The areas in which Englewood Schools meets state expectations is a celebration for the District. At the elementary level, there was significant growth at two of our elementary schools. There were improvements made to the way in which EL services were delivered at the middle and high schools levels which would also account for the growth.

The DPF shows Englewood Schools was "Approaching" state expectations in the following areas:

Elementary Schools Academic Achievement:

- English Language Arts (All Students, EL, F/RL, and Minority Students)
- Math (All Students, and Minority Students)
- Overall: Approaching with 19.25/28 points

Elementary Schools Academic Growth:

- English Language Arts (SWD)
- Math (EL and F/RL)

Elementary Schools ELP:

- ELP
- On Track to EL Proficiency

Middle Schools Academic Achievement:

- English Language Arts (All Students and Minority Students)
- Math (Minority Students)
- Science (All Students)
- Overall: Approaching 15.5/36 points

Middle Schools Academic Growth:

- English Language Arts (All Students, EL, F/RL, Minority Students, and SWD)
- Math (All Students, F/RL, Minority Students, and SWD)
- Overall: Approaching 12.25/24

High Schools Academic Achievement:

- CO PSAT EBRW (All Students)
- CO PSAT Math (All Students)
- Science (All Students, F/RL, and Minority Students)
- Overall: Approaching 15/34

High Schools Academic Growth:

- CO PSAT/SAT EBRW (F/RL and Minority Students)
- CO PSAT/SAT Math (All Students, EL, F/RL, and Minority Students)
- ELP (All Students, F/RL, and Minority Students)
- Overall: Approaching 15.75/28

High Schools Postsecondary and Workforce Readiness:

- CO SAT EBRW (All Students, and F/RL)
- CO SAT Math (All Students)
- Dropout (SWD)
- Matriculation (SWD)

All subject areas, across all levels and student groups continue to be an area of growth for Englewood Schools. The above outlines areas we did not meet expectations, and we need to improve. We have revamped our major improvement strategies to reflect the need for adjusting our plan for all students to grow and achieve through our AAI. We will continue to focus on building our instructional infrastructure and developing our teachers through PLCs.

The 2018 DPF shows Englewood Schools "Does Not Meet" state expectations in the following areas:

Elementary Schools Academic Achievement:

- English Language Arts (SWD)
- Math (SWD)
- Science (SWD)

Middle Schools Academic Achievement:

- English Language Arts (EL, F/RL, and SWD)
- Math (EL, F/RL, and SWD)
- Science (All Students, EL, F/RL, Minority, and SWD)

High Schools Academic Achievement:

- CO PSAT EBRW (EL, F/RL, Minority, and SWD)
- CO PSAT Math (EL, F/RL, Minority, and SWD)

High School Academic Growth:

- CO PSAT/SAT EBRW (SWD)
- CO PSAT/SAT Math (SWD)
- On Track to EL Proficiency

Postsecondary and Workforce Readiness:

- CO SAT EBRW (Minority Students)

- CO SAT Math (F/RL and Minority Students)
- Dropout (All Students, EL, F/RL, and Minority)
- Graduation (All Students, EL, F/RL, Minority, and SWD)

As the above data show, we have many areas in which our students do not meet state expectations and we need to improve. With the AAI, we are honing our focus on providing our teachers with a robust curriculum and quality PLC expectations and structures. We will continue with this focus by creating systems that support and maintain our new structure. Providing quality Tier 1 instruction is the area we need to improve. The AAI plan is laid out in the 90 day plan attached to the UIP as a PDF per the CDE requirement as part of the EASI grant.

The areas we did not meet expectations and would like to improve are also outlined below with a description of the magnitude of the challenges.

State Data

CMAS 2018: % of Student Meeting/Exceeding Expectations on CMAS ELA, Mathematics, Science, and Social Studies

Grade	ELA	Math	Sci	SS
3	41	36	n/a	n/a
4	38	27	n/a	8
5	39	22	27	n/a

6	27	9	n/a	n/a
7	26	12	n/a	43
8	26	21	14	n/a
11	n/a	n/a	12	n/a

The percentage of students that are meeting/exceeding expectations on CMAS ELA, Math, Science and Social Studies needs to increase. The low percentages show we are not meeting the needs of our students. We need to improve in all areas in order to ensure we are preparing the students to be the leaders, thinkers and explorers of tomorrow.

The magnitude of the challenge includes:

- Creating sustainable system change
- Creating and implementing a comprehensive curriculum that is supported by quality resources
- Training and implementing administrators and coaches on a PLC process that is district-wide
- Training all staff on our sustainable systems
- Supporting all schools and holding schools accountable for implementation of sustainable system change

State Data: PSAT 8/9, PSAT 10, and SAT

The spring of 2018 was the first year for PSAT 8/9. The data show we are significantly behind the state average.

PSAT 8/9 Average Scores in 2018

	EBRW	Math
District	423	405
State	454	448

The magnitude of the challenge includes:

- Preparing the students for the rigor of the test
- Ensuring teachers utilize high yield instructional strategies to teach differently to prepare the students for the assessment
- Ensuring the students regularly use primary and secondary sources in English and Social Studies classes
- Preparing students for success in the math portion of the tests through class selection and higher passing rates of Algebra I

This is the third year of the PSAT 10. The data show we are significantly behind the state average.

PSAT 10 Average Scores in 2018

EBRW	Math
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District	445	429
State	479	465

The magnitude of the challenge includes the same reasons as the PSAT 8/9:

- Preparing the students for the rigor of the test
- Ensuring teachers utilize high yield instructional strategies to teach differently to prepare the students for the assessment
- Ensuring the students regularly use primary and secondary sources in English and Social Studies classes
- Preparing students for success in the math portion of the tests through class selection and higher passing rates of Algebra I

Overall scores for PSAT 8/9 and PSAT 10 are approaching for the student group "All Students". Englewood Schools received a rating of does not meet in all student subgroups (EL, F/RL, Minority, and SWD). Our scores have remained relatively stagnant over a 3 year period.

Englewood's SAT scores are approaching state expectations in EBRW and in Math. Both our traditional high school (EHS) and our alternative high school (CFHSC) continue to focus on preparing students for this rigorous exam throughout the year.

SAT Average Scores in 2018

EBRW

Math

District	480	457
State	515	503

The magnitude of the challenge includes the same reasons as the PSAT 8/9:

- Preparing the students for the rigor of the test
- Ensuring teachers utilize high yield instructional strategies to teach differently to prepare the students for the assessment
- Ensuring the students regularly use primary and secondary sources in English and Social Studies classes
- Preparing students for success in the math portion of the tests through class selection and higher passing rates of Algebra I

READ Act

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data is used to report to the state the number of students who have a Significant Reading Deficiency (SRD) to comply with the READ Act. The data are also used to identify areas of intervention for students in grades K-6. Our current (2018) READ data show the number of students diagnosed with SRD decreased from 2017. With the support of the District Intervention Specialist, we continue to refine the system for all site-based interventionists to ensure evidence-based strategies are being used for instruction.

READ Data 2018: % of Students at EOY Identified with a SRD

Grade	% of SRD
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K	9%
1	30%
2	28%
3	22%

The magnitude of the challenge includes:

- Planning for and implementing Structured Literacy with the Exceptional Student Services Unit (ESSU) at CDE
- Fidelity to the Structured Literacy program
- Building the capacity of teachers with best practices for literacy instruction at the K-3 level including using research and scientifically based resources
- Building the capacity of teachers to understand the science of reading
- Continuing to build systems around our interventions at all our elementary schools

ACCESS for ELLS

Our English Language Learner (ELL) population has continued to increase over time. Our 2018-19 numbers show 14.1% of our population is identified as English Learners (source: Schoolview District Dashboard). 2018 ACCESS data show the MGP=47.0 and the AGP=30.0. Students moving from level 1 to level 2=80%. Students moving from level 2 to level 3=71%. Students moving from level 3 to level 4=52%. Students moving from level 4 to level 4+=68%.

The magnitude of the challenge includes:

- Continuing to build the capacity of teachers in high yield strategies for EL learners
- Training the entire staff at Bishop in SIOP
- Ensuring time for collaboration for EL teachers and general education teachers
- Professional development for teachers on how to strategically plan and execute instruction for EL learners

Equitable Distribution of Teachers (EDT) for Title

As stated by CDE, percentages for schools in the lowest poverty and minority quartiles are compared to those in the highest poverty and minority quartiles for the EDT. If the percentage of inexperienced, out-of-field, or ineffective teachers in an LEA's highest quartile (i.e., highest poverty or highest minority) exceeds the percentage in the lowest quartile, there is considered to be inequity.

Category	EDT Indicator	% of teacher in Q1	% of Teachers in Q4	Gap Size	Gap Size Category
Minority	Teacher experience	none	none	none	none
Minority	Teacher in field	none	none	none	none
Minority	Teacher effectiveness	none	none	none	none

Poverty	Teacher experience	73.13	77.22	4.09	Medium
Poverty	Teacher in field	>95.27	95.27	<0	No gap
Poverty	Teacher effectiveness	11.05	99.14	88.09	Large

The magnitude of the challenge includes:

- A large gap in the area of poverty and teacher effectiveness
- Principals will refine their retention plans quarterly instead of annually
- Principals will continue to develop teachers, which research shows increases the likelihood of teachers remaining in the profession
- The human resource department will continue to actively recruit, hire, and retain the best teachers possible
- This is an area of focus for Englewood in the lever of Talent Management as part of our work with UVA

Overall, our state data tells us Englewood Schools needs to continue to focus on the following three areas: academic achievement, academic growth, and postsecondary and workforce readiness. These three areas are the focus for improvement at elementary, middle, high, and alternative schools. We find a similar trend with local data. At the various grade levels, we currently administer Illuminate, and Quarterly Writing Assessments.

Local Data

Illuminate Interims

Illuminate is an assessment platform that we have used to create common district-wide interim assessments that measure academic progress toward the Common Core State Standards, and is given to first through 11th grade students. Standards are selected based on the pacing of our curriculum and Year-at-a-Glance planning tool. The data can be organized by standard to better hone in on areas of growth for their school and classrooms. The interim assessment results are used in PLCs as part of the Data Driven Instruction process.

We have been able to make some gains in our local data as charted below.

Illuminate Interim Results: Percentage of Students Scoring Proficient/Advanced in ELA and Math in 2018-19

Grade	Int. 1 ELA	Int. 2 ELA	Int. 3 ELA	Int. 1 Math	Int. 2 Math	Int. 3 Math
1	60	40	73	59	25	22
2	13	15	33	21	25	51
3	11	17	8	12	3	15
4	9	25	21	21	19	25
5	9	6	11	8	17	5

6	0	9	16	0	1	7
7	2	5	1	0	0	0
8	14	14	4	0	0	0
9 (Alg.)	2	4	0	1	0	0
10 (Geo)	13	11	25	1	1	2
11 (Alg. 2)	13	10	6	0	2	5

The magnitude of the challenge includes:

- Editing the interims by spiraling major standards into each assessment
- Ensuring there is a constant feedback loop for teachers on the questions selected
- Instilling ownership of the scores (teacher buy-in)
- Creating a system for the analysis of data to drive instructional change
- Analyzing the data in a timely manner to write reteach plans for major standards
- Making sure transparency windows are timely

This was our first year of using Illuminate and creating our own interim assessments. With the PLC focus on Data Driven Instruction, the quality of the interims will only improve as will the use of the data to drive meaningful instructional change.

Quarterly Writing Assessments

The assessments are teacher created and scored on the Schoolwide (elementary level) and SAT (middle and high school level) rubrics. The purpose of the assessment is to drive instructional practices on an individual student level as well as classroom level. Teachers have created prompts that align to their content and literacy standards.

Quarterly writing assessment scores have generally increased over the first three quarters of the 2018-19 school year. The overall percentage of 1st-12th grade students earning a 3 (proficient) or 4 (advanced) is: Q1= 39.9%, Q2= 38.8% and Q3= 48.9%.

Percentage of Students Scoring Proficient or Advanced on the Quarterly Writing Assessment in 2018-19

Grade	Q1	Q2	Q3
1	34.3%	52.5%	39.9%
2	39.7%	30.5%	45.0%
3	25.3%	28.0%	34.0%
4	31.0%	39.8%	56.0%

5	28.0%	34.4%	33.5%
6	32.5%	38.7%	19.0%
7	50.0%	28.3%	59.7%
8	60.5%	42.7%	57.1%
9	49.7%	33.6%	66.7%
10	39.7%	69.5%	79.4%
11	55.1%	63.5%	62.5%
12	69.5%	76.0%	72.4%

The magnitude of the challenge includes:

- Analyzing the writing data (this is improving now that the scores are recorded in Illuminate)
- Revisiting the prompts at the elementary and secondary level to ensure systems alignment
- Training teachers for inter-rater reliability

- Training teachers to use the data to drive meaningful and timely instructional changes

Postsecondary Workforce Readiness

Overall, the magnitude in the challenge with regard to Postsecondary and Workforce Readiness lies with systems of engagement and re-engagement. We must provide students a rigorous, relevant, and engaging academic experience with a guaranteed and viable curriculum that ensures students are meeting grade level expectations. We must monitor the indicators associated with dropping out of schools - attendance, behavior, and course failures - and provide the necessary interventions to ensure students are on track to graduate. We must connect students to their plans for life after high school. We must meet their academic and social/emotional needs through high-quality interventions and wrap-around services. Finally, we must provide multiple pathways to a high school diploma that meet the needs and interests of each of our students.

The district PWR Metrics receive a "Does Not Meet" rating. The data in the DPF is based on 16-17 data with the exception of CO SAT data which is from 2017-18.

Graduation rate: The district graduation rate does not meet state averages. The 2016-17 district seven-year graduation rate was 69.8% compared to the state's rate of 88.3%. This continues to be an area of focus for the district.

Challenges:

- Englewood Schools district graduation rate calculations are an average of our traditional high school and our alternative high school.
- Students who attend Colorado's Finest High School of Choice are typically not on track to graduate in four years.
- More than 70% of the students enrolled at Colorado's Finest High School of Choice are out-of-district students.
- Both high schools have early graduates that account for approximately 5.1% of the district's graduates which skews the four-year graduation rate.

- Several district programs exist to support students through the age of 21. Programs such as TIES which serves students with special needs, the NEXT GED program, Colorado's Finest High School of Choice, and the ASCENT program all exist to serve students who need educational services beyond the traditional four-year high school program. Enrollment in these programs serve students well but also skew four-year graduation rates.

Dropout rate: The district dropout rate does not meet state averages. The 2016-17 district dropout rate was 7% compared to the state's rate of 2.3%. Although the district dropout rate continues to decline, this is a critical area of focus for the district.

Challenges:

- Colorado's Finest High School of Choice has a dramatically higher dropout rate 2016-17 (16.8%) than Englewood High School (4.2%).

Matriculation rate: The district 2016-17 Matriculation rate was 39.5% which falls below the state goal of 59.3%.

Challenges:

- Englewood High School has a 2017 matriculation rate of 47% while Colorado's Finest has a matriculation rate of 28.8%. The "summer melt" condition at both schools is an area of focus and is being actively addressed through COSI grant funding to increase the number of students continuing on to postsecondary education.

Conclusion

As a District, Englewood is making bold and remarkable changes through our work with the UVA Partnership for Leaders in Education to remedy many of the above challenges. We have identified the greatest areas of need and are leveraging support and accountability at all levels to ensure the success of our students. We will make data-based mid-course adjustments to our plan, which we identify as our big rocks, and continue to develop our educators to better serve the needs of our students.

Trend Analysis

Trend Direction: Increasing



Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In 2018-19, we began using Illuminate to measure achievement of students in grades 1st-11th, which is fully aligned to CCSS and CAS. The percentage of students who scored Proficient or Advanced in English Language Arts in grades 1st-11th: Interim 1 (fall)=13.7%, Interim 2 (winter)=14.4%. Interim 3 (spring)=19.6%. This is a notable trend as there are three data points.



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In 2018-19, we began using Illuminate to measure achievement of students in grades 1st-11th, which is fully aligned to CCSS and CAS. The percentage of students who scored Proficient and Advanced in Math in grades 1st-11th: Interim 1 (fall)=13.9%, Interim 2 (winter)=9.4%. Interim 3 (spring)=13.0%. This is a notable trend as there are three data points.



Trend Direction: Stable then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

On CMAS: the trend shows a decrease in the mean scale score from 2016 to 2018 in Math. Math at the elementary level in 2016=730, 2017=728, and 2018=727. Math at the middle school level in 2016=725, 2017=725 and 2018=722. Math PSAT at the high school level in 2018=418 and SAT=457. This is a notable trend at elementary because there is three years of data. It is below the state mean of 734. This is a notable trend at the middle school level because there is three years of data. It is below the state mean of 731. At the high school level this is not a notable trend since there is not 3 years of data. (Source: DPF)



Trend Direction: Stable then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

On CMAS: the trend shows stability then increasing in the mean scale score from 2016 to 2018 in English Language Arts (ELA). ELA at the elementary level in 2016=730, 2017=728, and 2018=736. ELA at the middle school level in 2016=725, 2017=725 and 2018=731. EBRW PSAT at the high school level in 2018=435 and SAT=480. This is a notable trend at elementary. Additionally, it sits below the state mean of 740. This is a notable trend at the middle school level. Additionally, it sits below the state mean of 740. At the high school level this is not a notable trend since there is not 3 years of data. (Source: DPF)



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

READ Act data show a decrease in the percentage of students having a Significant Reading Deficiency over a three year period. 2016=20% of students have an SRD. 2017=27% of students have an SRD. 2018=22% of students have an SRD. Overall, Englewood Schools has increased and then decreased percentage of students who have an SRD. This is a notable trend because the number and the percentage of students having an SRD increased then decreased over a period of three years, which means we are moving in a positive direction as indicated by the arrows in the trend direction.



Trend Direction: Stable then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Quarterly writing benchmark assessments scores have generally increased over the first three quarters of the 2018-19 school year. The percentage of 1st-12th grade students earning a 3 (proficient) or 4 (advanced) is: Q1= 39.9%, Q2= 38.8% and Q3= 48.9%. This is a notable trend because we have three data points over the course of the year.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

The District's dropout rate has decreased over the last five years (2013-14= 7.1%; 2014-15= 9.1%; 2015-16= 7.9%; 2016-17= 7.0%; 2017-18= 6.6%). This is a notable trend because it is still significantly higher than the state's rate of 2.2% in 2017-18, and we have far too many students who drop out of Englewood Schools. A decreasing drop out rate means we are moving in a positive direction.



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

The District's four year graduation rate has been increasing, then decreasing over the last several years (2013-14= 49.6%, 2014-15= 46.9%; 2015-16= 53.8%; 2016-17= 51.1%; 2017-18 = 52.5%). This is a notable trend because it is well below the state's rate of 80.7% in 2017-18.



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Postsecondary & Workforce Readiness

The District's postsecondary matriculation rate has increased then decreased over the past five years (2011-12= 25.7%; 2012-13= 31.4%; 2013-14=31.0%; 2014-15=38.5%; 2015-16=31.8%; 2016-17= 39.5%). This is a notable trend because it was increasing, but it is still below the state's 2017 matriculation rate of 56.4%. (Source DPF)

Additional Trend Information:

The majority of trends from Englewood's state and local data show increasing achievement and growth. We have several bright spots with local data, CMAS scores, and PSAT scores. It is interesting to note that Englewood's CMAS mean scores overall increased this year. With regard to READ Act, we are in our third year of using DIBELS; we are seeing a decrease in the percentage of students who are identified as having an SRD. This measure, along with using the Pathways of Progress feature, has given us a clearer plan for individualizing intervention for students. We continue to use Title I dollars to fund intervention at the K-3 elementary level. We also using READ Act funds to support K-3 literacy with Reading Corps. We look forward to having three years of ACCESS data to show growth. Postsecondary Workforce Readiness data show we are making positive gains with our district dropout rate - we have decreased this rate significantly over the past 4 years from 9.1% to 6.6%. Four-year graduation rates and matriculation rates saw increases, which is a celebration. Through our three identified major improvement strategies, we will continue to move in the right direction academically in the area of growth, achievement and PWR.

Root Causes and Priority Performance Challenges



Priority Performance Challenge: PWR: Graduation Rates, Dropout, and Matriculation

Graduation, dropout and matriculation rates continue to not meet the state averages and expectations.



Root Cause: Instructional Infrastructure

We are creating and implementing the use of a comprehensive curriculum in English Language Arts, Math, Science, and Social Studies to drive quality lesson planning. This also includes the use of Year-At-A-Glance documents to support attainment of grade-level expectations over the course of a school year as well as an aligned assessment system. This is the foundation for our Tier 1 instruction.



Root Cause: Collaborative Structures

We are creating and implementing a system for effective PLCs which are lead by a principal, AP, or instructional coach that is focused on the PLC cycle and DuFour's four guiding questions. All PLCs will unpack standards, use common assessments, plan instruction, assess learning, evaluate data, execute interventions & enrichment, and reassess learning.



Root Cause: System of PWR Interventions

We are offering relevant and engaging learning opportunities for students that ensure they are prepared for and successful in their options after high school graduation. This includes attendance, social/emotional, and academic interventions that support students' on-time graduation.



Priority Performance Challenge: ELA and EBRW: Achievement and Growth (Elementary, Middle and High Schools)

All students at the elementary and middle school levels in English Language Arts meet the Median Growth Percentile (MGP) of 50. At the elementary level, students have a mean scale score of 735.8 falling below state mean score of 739.5. At the middle school level, students have a mean scale score of 731.1 falling well below state mean score of 740.1. At the high school level, the PSAT 8/9 and 10 EBRW scores average are 435.3 falling well below the state mean of 461.1. The SAT EBRW scores are 480 falling well below the state mean of 515.



Root Cause: Instructional Infrastructure

We are creating and implementing the use of a comprehensive curriculum in English Language Arts, Math, Science, and Social Studies to drive quality lesson planning. This also includes the use of Year-At-A-Glance documents to support attainment of grade-level expectations over the course of a school year as well as an aligned assessment system. This is the foundation for our Tier 1 instruction.



Root Cause: Collaborative Structures

We are creating and implementing a system for effective PLCs which are lead by a principal, AP, or instructional coach that is focused on the PLC cycle and DuFour's four guiding questions. All PLCs will unpack standards, use common assessments, plan instruction, assess learning, evaluate data, execute interventions & enrichment, and reassess learning.



Priority Performance Challenge: Mathematics: Achievement and Growth (Elementary, Middle and High Schools)

The MGP of all students at the elementary and middle school levels in Mathematics is 49; falling just below Median Growth Percentile (MGP) of 50. At the elementary level, students have a mean scale score of 727 falling below state mean score of 734.3. At the middle school level, students have a mean scale score of 722 falling well below state mean score of 731.2. At the high school level, the PSAT Math score average is 417.8 falling well below the state mean of 448.4. The SAT Math scores are 456.9 falling well below the state mean of 503.



Root Cause: Instructional Infrastructure

We are creating and implementing the use of a comprehensive curriculum in English Language Arts, Math, Science, and Social Studies to drive quality lesson planning. This also includes the use of Year-At-A-Glance documents to support attainment of grade-level expectations over the course of a school year as well as an aligned assessment system. This is the foundation for our Tier 1 instruction.



Root Cause: Collaborative Structures

We are creating and implementing a system for effective PLCs which are lead by a principal, AP, or instructional coach that is focused on the PLC cycle and DuFour’s four guiding questions. All PLCs will unpack standards, use common assessments, plan instruction, assess learning, evaluate data, execute interventions & enrichment, and reassess learning.

Magnitude of Performance Challenges and Rationale for Selection:



ELA/EBRW and Mathematics: Achievement and Growth (all levels) was selected for several reasons. Englewood School District is "approaching" under the performance indicator of academic growth and achievement at the elementary and middle school levels for English language arts and mathematics (with the exception of Academic Growth at the elementary level). At the high school level, we are "approaching" state expectations for academic achievement and growth. In mathematics at the high school level, we are approaching for both growth and achievement. The high schools are approaching expectations on the SAT: EBRW and Math. The magnitude of the challenge lies with ensuring rigorous, standards based Tier I instruction for all students.

The Priority Performance Challenge area of graduation, dropout and matriculation rates continues to be an area of concern for both of our high schools given our rates are well below the state’s averages. The rationale for the challenge lies with ensuring we have a community-wide belief system that supports a culture of achievement and high expectations for all students. We must provide students a rigorous, relevant and engaging academic experience with a guaranteed and viable curriculum that ensures students are meeting grade level expectations. We must monitor the indicators associated with dropping out of schools - attendance, behavior, and course failures - and provide the necessary interventions to ensure students are on track to graduate. We must connect students to their plans for life after high school. We must meet their academic and social/emotional needs through high-quality interventions and wrap-around services. Finally, we must provide multiple pathways to a high school diploma that meet the needs and interests of each of our students.

We have moved from priority improvement to improvement in one year. We look forward to continuing to write comprehensive 90 day plans as we work side-by-side with the Colorado Department of Education to fully develop our leaders through the UVA PLE. We are moving from a system of schools to a school system.

Magnitude of Root Causes and Rationale for Selection:

After reviewing last year's DUIP, the root causes have changed. Through a diagnostic review, the UVA and CDE teams uncovered several areas of opportunity within the four levers for turnaround success. We continue to feel the urgency to make bold and remarkable changes that are in the best interest



of our students.

The three root causes of Instructional Infrastructure, Collaborative Structures, and System of PWR Interventions were chosen through analysis of the diagnostic review, conversations and brainstorming with the Superintendent and Learning Services Cabinet, District and building level data teams, District Accountability Committee, and School Accountability Committees. The root causes were verified using data from local as well as state assessments and graduation/dropout data (please refer to the Trend section and Current Performance section of this UIP).

The Postsecondary and Workforce Readiness (PWR) challenge lies with ensuring students are receiving a guaranteed and viable curriculum tied to quality assessments to measure and monitor student learning. Having effective collaborative structures in place for teachers to analyze student data to inform instruction and interventions is critical. Additional root causes for PWR are systems to monitor and provide interventions for student attendance, course failures, and social/emotional needs to ensure students are on track for graduation.

After re-verifying the root causes, work began on how to systematically address these areas. We followed the recommendation from UVA and continue to implement change in a strategic, accountable, and supportive way. Englewood continues to uphold our definition of first best instruction which aligns to our three focus areas. The definition is, "First best instruction engages all students affectively, behaviorally, and cognitively in rigorous and relevant learning. Students are the thinkers and speakers carrying the cognitive load."

We understand we need to continue our work by working our 90 day plans. Englewood is dedicated to ensuring inexperienced teachers are supported by professional learning coaches and the right professional development is critical to our success. Everything we do is connected; therefore, we are creating a sustainable system to support students academically and emotionally.

Additional Narrative / Conclusion

In reviewing the Performance Indicators in the DPF, there is alignment in several areas. Academic Achievement, in all three subject areas, is approaching or does not meet state expectations for the elementary and high schools. According to our Academic Growth, Englewood District's elementary, middle and high schools are approaching or do not meet in the subject areas of mathematics, writing, and English Language Proficiency. The Academic Growth Gaps are either approaching or

not meeting expectations in almost all areas for our students in the subcategories. Postsecondary and Workforce Readiness is approaching for our drop-out rate and ACT Composite score; we are not meeting expectations for graduation rates overall and when it is disaggregated by subgroups.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Systems of PWR Interventions

Describe what will success look like: Postsecondary Workforce Readiness (engagement and re-engagement of students). We are offering relevant and engaging learning opportunities for students that ensure they are prepared for and successful in their options after high school graduation. This includes attendance, social/emotional, and academic interventions that support students' on-time graduation.

Describe the research/evidence base supporting the strategy: The research is based on best practices for MTSS: Tier 1, 2, and 3.

Associated Root Causes:



Instructional Infrastructure:

We are creating and implementing the use of a comprehensive curriculum in English Language Arts, Math, Science, and Social Studies to drive quality lesson planning. This also includes the use of Year-At-A-Glance documents to support attainment of grade-level expectations over the course of a school year as well as an aligned assessment system. This is the foundation for our Tier 1 instruction.



Collaborative Structures:

We are creating and implementing a system for effective PLCs which are lead by a principal, AP, or instructional coach that is focused on the PLC cycle and DuFour's four guiding questions. All PLCs will unpack standards, use common assessments, plan instruction, assess learning, evaluate data, execute interventions & enrichment, and reassess learning.



System of PWR Interventions:

We are offering relevant and engaging learning opportunities for students that ensure they are prepared for and successful in their options after high school graduation. This includes attendance, social/emotional, and academic interventions that support students' on-time graduation.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Strategic Plan PWR Outcome #1 Short Term Goals: Stage 1, 2, & 3	Progress monitoring for PWR Outcome #1 in the Strategic Plan	08/01/2016 12/31/2018 Monthly	PWR Director, Learning Services Coordinator, Principals	Partially Met
 Strategic Plan PWR Outcome #1 Intermediate Term goals: Stage 1, 2, & 3	Progress monitoring for PWR Outcome #1 in the Strategic Plan	08/01/2017 06/30/2019	PWR Director, Learning Services Coordinator, Principals	Partially Met
 Strategic Plan PWR Outcome #3 Intermediate Term Goals: Stage 1, 2 & 3	Progress monitoring of PWR Outcome #4 in Strategic Plan	08/01/2017 06/30/2019	PWR Director, Learning Services Cabinet, Cabinet, Principals, Counselors	Partially Met

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status



Strategic Plan
PWR Outcome
#1: Aligned
PreK-12 Courses
and Programs

Gaps and redundancies are identified within current P-12 PWR offerings and recommendations on additions or eliminations are made.

08/01/2016
12/31/2018

General Fund;
COSI Grant;
School Counselor
Corps Grant

PWR Director,
Learning Services
Coordinator;
Principals;
Counselors

In Progress



Strategic Plan
PWR Outcome
#2: Students have
a plan for life after
high school.

Advising process in grades P-12 will support postsecondary and workforce exposure, exploration, and planning producing an Individual Career and Academic Plan (ICAP) for each student.

08/01/2016
06/30/2019

General Fund;
School Counselor
Corps Grant

PWR Director,
Principals,
Counselors

In Progress



Strategic Plan
PWR Outcome
#1: Aligned
PreK-12 Courses
and Programs

The district and schools understand the impact of P-12 PWR programming on graduation, dropout, and postsecondary enrollment rates.

08/01/2017
06/30/2019

General Fund;
COSI Grant;
School Counselor
Corps Grant

PWR Director,
Learning Services
Coordinator;
Principals;
Counselors

In Progress



Strategic Plan
PWR Outcome
#3: Multiple
Pathways to a
Diploma

Englewood Schools will offer multiple pathways to a high school diploma.

08/01/2017
06/30/2019

General Fund;
School Counselor
Corps Grant,
EARSS Grants

PWR Director,
Learning Services
Cabinet, Cabinet,
Principals,
Counselors

In Progress



Instructional Infrastructure

Describe what will success look like: We are creating and implementing the use of a comprehensive curriculum in English Language Arts, Math, Science, and Social Studies to drive quality lesson planning. This also includes the use of Year-At-A-Glance documents to support attainment of grade-level expectations over the course of a school year as well as an aligned assessment system. This is the foundation for our Tier 1 instruction.

Describe the research/evidence base supporting the strategy: The research is proven by the University of Virginia

Associated Root Causes:



Instructional Infrastructure:

We are creating and implementing the use of a comprehensive curriculum in English Language Arts, Math, Science, and Social Studies to drive quality lesson planning. This also includes the use of Year-At-A-Glance documents to support attainment of grade-level expectations over the course of a school year as well as an aligned assessment system. This is the foundation for our Tier 1 instruction.



Collaborative Structures:

We are creating and implementing a system for effective PLCs which are lead by a principal, AP, or instructional coach that is focused on the PLC cycle and DuFour's four guiding questions. All PLCs will unpack standards, use common assessments, plan instruction, assess learning, evaluate data, execute interventions & enrichment, and reassess learning.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 90 Day Plan	Please see 90 day plan attached to the UIP. CDE has given approval to use this document in lieu of completing this section of the UIP. Please contact Erin Loften with questions.			

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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90 Day Plan

Please see 90 day plan attached to the UIP. CDE has given approval to use this document in lieu of completing this section of the UIP. Please contact Erin Loften with questions.



Collaborative Structures

Describe what will success look like: We are creating and implementing a system for effective PLCs which are lead by a principal, AP, or instructional coach that is focused on the PLC cycle and DuFour’s four guiding questions. All PLCs will unpack standards, use common assessments, plan instruction, assess learning, evaluate data, execute interventions & enrichment, and reassess learning.

Describe the research/evidence base supporting the strategy: The research is proven by the University of Virginia

Associated Root Causes:



Collaborative Structures:

We are creating and implementing a system for effective PLCs which are lead by a principal, AP, or instructional coach that is focused on the PLC cycle and DuFour’s four guiding questions. All PLCs will unpack standards, use common assessments, plan instruction, assess learning, evaluate data, execute interventions & enrichment, and reassess learning.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 90 Day Plan	Please see 90 day plan attached to the UIP. CDE has given approval to use this document in lieu of completing this section of the UIP. Please contact Erin Loften with questions.			Partially Met

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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90 Day Plan

Please see 90 day plan attached to the UIP. CDE has given approval to use this document in lieu of completing this section of the UIP. Please contact Erin Loften with questions.

In Progress

Progress Monitoring: Student Target Setting



Priority Performance Challenge : PWR: Graduation Rates, Dropout, and Matriculation



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Englewood High School's 2019 four-year graduation rate will increase from 80.2% to 82%. Colorado's Finest High School of Choice's 2019 four-year graduation rate will increase from 31.2% to 32%. The District average will increase from 52.5% to 54%.

2019-2020: Englewood High School's 2020 four-year graduation rate will increase to 83%. Colorado's Finest High School of Choice's 2020 four-year graduation rate will increase to 33%. The District average will increase to 55%.

INTERIM MEASURES FOR 2018-2019: Our interim measures will be tracked by quarterly monitoring of course failures in grades 9-12 as well as semester tracking students who are on-track/not on-track to graduate.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Other PWR Measures

2018-2019: Englewood High School's 2018 matriculation rate will increase from 41% (2017) to 51%. Colorado's Finest High School of Choice's 2018 matriculation rate will increase from 23% (2017) to 28%. These data are based on National Student Clearinghouse reports generated from Naviance.

2019-2020: Englewood High School's 2019 matriculation rate will increase to 55%. Colorado's Finest High School of Choice's

ANNUAL
PERFORMANCE
TARGETS

2018 matriculation rate will increase to 30%. These data are based on National Student Clearinghouse reports generated from Naviance.

INTERIM MEASURES FOR 2018-2019: Our interim measures will be monitoring seniors' college applications and acceptances throughout the year as well as monitoring graduates meeting college enrollment benchmarks as identified in the scope of work of the COSI grant.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Dropout Rate

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Englewood High School's 2019 dropout rate will decrease from 5.4% to 4.0%. Colorado's Finest High School of Choice's dropout rate will decrease from 14.4 to 13%. The District average will decrease from 6.6 to 6.0%.

2019-2020: Englewood High School's 2020 dropout rate will decrease to 3.5%. Colorado's Finest High School of Choice's dropout rate will decrease to 12%. The District average will increase to 5.5%.

INTERIM MEASURES FOR 2018-2019: Our interim measures will be tracked by monthly monitoring and contacting of all 40 and 70 exit codes.



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The district's average SAT score in EBRW will increase from 480 to 490. The district's average SAT score in Math will increase from 457 to 467.

2019-2020: The district's average SAT score in EBRW will increase from 490 to 500. The district's average SAT score in Math will increase from 467 to 477.

INTERIM MEASURES FOR 2018-2019: Interim measures include progress in Khan Academy, Illuminate interim assessment data, grades in core classes, and quarterly writing assessments.



Priority Performance Challenge : ELA and EBRW: Achievement and Growth (Elementary, Middle and High Schools)



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The district's ELA mean score in elementary school will increase from 735.8 to 745.8. The district's ELA mean score in middle school will increase from 731.1 to 741.1. The district's EBRW mean score in high school will increase from 435.3 to 445.3.

2019-2020: The district's ELA mean score in elementary school will increase from 745.8 to 755.8. The district's ELA mean score in middle school will increase from 741.1 to 751.1. The district's EBRW mean score in high school will increase from 445.3 to 455.3.

INTERIM MEASURES FOR 2018-2019: Interim measures include progress monitoring using Illuminate interim assessment data, DIBELS, grades in core classes, and quarterly writing assessments.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The district's ELA academic growth MGP at the elementary level will increase from 56 to 60. The district's ELA academic growth MGP at the middle school level will increase from 44 to 50. The district's EBRW academic growth MGP at the high school level for CO PSAT to SAT will increase from 52 to 55.

2019-2020: The district's ELA academic growth MGP at the elementary level will increase from 60 to 62. The district's ELA academic growth MGP at the middle school level will increase from 50 to 55. The district's EBRW academic growth MGP at the high school level for CO PSAT to SAT will increase from 55 to 60.

INTERIM MEASURES FOR 2018-2019: Interim measures include progress monitoring using Illuminate interim assessment data, DIBELS, grades in core classes, and quarterly writing assessments.



Priority Performance Challenge : Mathematics: Achievement and Growth (Elementary, Middle and High Schools)



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The district's Math mean score in elementary school will increase from 727 to 737. The district's Math mean score in middle school will increase from 722 to 732. The district's Math mean score in high school will increase from 417.8 to 427.8.

2019-2020: The district's Math mean score in elementary school will increase from 737 to 747. The district's Math mean score in middle school will increase from 732 to 742. The district's Math mean score in high school will increase from 427.8 to 437.8.

INTERIM MEASURES FOR 2018-2019: Interim measures include progress monitoring using Illuminate interim assessment data, Unity for Bridges, unit assessments, and grades in core classes.



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The district's Math academic growth MGP at the elementary level will increase from 51 to 56. The district's Math academic growth MGP at the middle school level will increase from 46 to 51. The district's Math academic growth MGP at the high school level for CO PSAT to SAT will increase from 46 to 51.

2019-2020: The district's Math academic growth MGP at the elementary level will increase from 56 to 60. The district's Math academic growth MGP at the middle school level will increase from 51 to 56. The district's Math academic growth MGP at the high school level for CO PSAT to SAT will increase from 51 to 56.

INTERIM MEASURES FOR 2018-2019: Interim measures include progress monitoring using Illuminate interim assessment data, Unity for Bridges, unit assessments, and grades in core classes.