

Colorado's Unified Improvement Plan for Districts

Julesburg Re-1 UIP 2023-24 | District: Julesburg Re-1 | Org ID: 2862 | Framework: Insufficient State Data | Draft UIP

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Root Cause



Major Improvement Strategies

- CODCA: High School Graduation and Dropout rates; Career/College Planning



- CODCA: Career Academy
- CODCA: Graduation Planning



- CODCA - Career Technical Education (CTE) Program and Intensified Student Support

- Julesburg ES: Students with Disabilities



- Foundational math Skills
- Julesburg ES -- Closure of achievement gap



- Julesburg ES: Co-Teaching Strategies
- Julesburg ES: Staff Professional Development on Effective Instruction



• 6th Grade Literacy Growth/Achievement



• Julesburg ES - Growth in Writing



- Julesburg ES: Staff Professional Development on Effective Instruction
- Julesburg ES: ELA Standard Dissection

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

Improvement Plan Information

Additional Information about the district

Julesburg SD is located in the north-east part of Colorado, a very rural area. Julesburg houses an elementary school, a 7-12 school, and a state-wide virtual school. Julesburg recently completed work on a new building that houses all grades PreK - 12. While the opt out law greatly affects participation on state assessments, the district utilizes several useful internal assessments to understand instructional needs for its students.

District Contact Information

Name: Shawn Ehnes

Mailing Street: 102 West 6th Street

Phone:(308) 530-7573

Name: Teri Cady

Mailing Street: 8601 Turnpike DR

Phone:(720) 448-3577

Name: Shawn Ehnes

Mailing Street: 102 West 6th Street

Phone:(308) 530-7573

Name: Teri Cady

Mailing Street: 8601 Turnpike DR

Phone:(720) 448-3577

Title: Julesburg Superintendent

Mailing City / State/ Zip Code: Julesburg CO 80737

Email: ehnes@julesburg.org

Title: Head of School, Destinations Career Academy of CO

Mailing City / State/ Zip Code: Westminster CO 80031

Email: tcady@k12.com

Title: Julesburg Superintendent

Mailing City / State/ Zip Code: Julesburg CO 80737

Email: ehnes@julesburg.org

Title: Head of School, Destinations Career Academy of CO

Mailing City / State/ Zip Code: Westminster CO 80031

Email: tcady@k12.com

Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

Narrative:

The Julesburg School District is comprised of 3 schools; 2 schools (elementary and middle/high school) are brick and mortar schools located in Julesburg, and one virtual CTE-focused school (CO Destinations Career Academy) provides an online and blended, public education to students in grades 4-12, residing throughout the State of Colorado.

In 2017, 2018, and in the 2019/2020/2021 repeat of ratings, both CO Destinations Career Academy (CODCA) and the Julesburg School District achieved *Improvement* plan types on the SPF/DPF. In 2022 and 2023, the District, and its brick and mortar schools, have received publish plan types of "Insufficient Data/Low Participation". The opt out law in Colorado has given our families the right to opt out of Spring State testing, a right which the families in Julesburg and at CODCA take seriously. For reasons of parent opt out and our small school sizes, certain areas of our performance frameworks resulted in insufficient data.

Destinations Career Academy of CO, the district's online school, did receive enough data on the multi year report to receive a plan type in 2023. CO Destinations Career Academy has achieved Performance. While the brick and mortar local elementary school did not receive an official plan type, it is rated as *Improvement on the data in the SPF*; and the middle/high school is rated as *Performance on the data in the SPF (both on multi-year year reports)*.

It is important to note that all of the district schools complete internal testing tracking achievement and growth (NWEA, Dibels, and STAR), and achieve over 95% participation on these tests. These results will be discussed in the UIP and are the main source of data driving our consistent improvements.

Importantly, the CO Destinations Career Academy graduation rates (94.6%) continue to be above the state average (a trend that has improved significantly the last 5 years). The trend data for graduation and dropout rates are outlined in our performance review section. Strategies around improving graduation rates and dropout rates have been a focus for the past several years at the online school and at the district level.

The district's 2023-2024 improvement strategies in place focus on refinement of academic strategies that are working well at the schools, as well as outline the new action steps as we continue to identify strategies needed for student and school improvement. Julesburg School District and its schools use a collaborative process to include all stake-holders in the process of analyzing data to identify academic performance concerns, root causes and corresponding improvement strategies. The district and school accountability teams involved in the improvement planning process are comprised of parents, faculty, support staff, administration and board members. The planning process and data analysis is a continuation of the effort of the previous year's improvement strategies, includes data analysis of internal and external measures for recent school years, and a development of new improvement strategies for the current and upcoming year. Overall, the UIP was developed using a data-driven process, and in collaboration with faculty, staff, school accountability committees and school and district leadership teams.

(Title IIA) Based on the size of each grade level at all three brick and mortar schools and our online school there is an equitable distribution of teachers. There are not multiple teachers for any grade level within a subject area. The District meets the requirements of ESEA to ensure all children are taught at the same rates of teacher experience and qualification.

Course Participation and Achievement in Julesburg Schools:

Because the populations at all Julesburg schools is small, the schools do not offer various levels of any one course. For example, all 9th graders take ELA 9. We do not offer "advanced" or "honors" courses, but rather we differentiate within each course based upon individual student data.

- *What number and percent of students in the district/school enroll in courses of different levels of rigor (Enriched/Advanced, General or Basic/Remedial)? All students are in the same level course. We do not offer separate levels of the same course. However, all schools use data to differentiate instruction within the classroom.*
- *To what degree are course with different levels of rigor available (across grade levels and content areas)? At our online school, CODCA, the ELA and Math courses adapt and differentiate based upon student performance on assessments within the curriculum. All students in our schools get exposed to and learn at the same rigor.*
- *Are differences in the level of student participation more rigorous courses evident by student disaggregated groups (e.g., by race, free-reduced lunch, gifted and talented, English learner, IEP)? No, all students are offered the same courses.*
- *Do student achievement results on state assessments differ by course? How? No, the grade level State assessment data, and our internal assessment data, matches our course level data because all students are enrolled in the same level of course. Internally, we do analyze the state assessment data, and internal data, by course and teacher.*
- *Do student achievement results on state assessments differ by course rigor level? How? No, we do not offer various rigor levels for our courses. All students are enrolled in the same rigor level courses.*

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).

Julesburg ES: Achievement goals met (Classroom assessments), Achievement goals not met by 5% (NWEA), Achievement goals met (Dibels), Growth not met (NWEA).

Julesburg MS/HS: Achievement goals not met (NWEA), Growth goals not met (NWEA), graduation rate goals met, dropout rate goals met.

CODCA MS/HS: Growth goals met (STAR), Overall student Achievement goals met (state data - approaching), subgroup achievement goals not met (state data),

graduation rate goals met, dropout rate goal met.

The improvement strategies and action steps for all three schools are establishing stable and increasing marks (in some areas) and proving effective.

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

In this year's UIP, the action steps will be adjusted based upon the data and student needs from school year 22-23, and from past year trend data.

Current Performance

• Review of Current Performance:

2023 Plan Types and Ratings:

- District - Insufficient Data/Low Participation Plan Type
- Julesburg MS/HS - Insufficient Data/Low Participation Plan Type; Performance Rating on data in SPF
- Julesburg ES - Insufficient Data/Low Participation Plan Type; Improvement Rating on data in SPF
- Destinations Career Academy of CO - Performance Plan Type

2023 Participation Rates

- The Colorado Parent Opt Out Law, the small size of the Julesburg schools, and the pandemic are all factors that contribute to the low testing participation numbers in the District's schools. Many families of Julesburg and of Destinations Career Academy of CO (CODCA) express their right to opt out of state assessments.
- As predicted, Destinations Career Academy of CO had a large enough n number for growth data in 2023 to populate data in the 2 year report.

The next sections details current performance for each of the district's 3 schools:

Julesburg Elementary School

ACHIEVEMENT

3 Year Classroom Assessment (Content Area Totals) **GOAL MET FOR THE 2022-2023 SCHOOL YEAR**

	Combined	K	1 st	2 nd	3 rd	4 th	5 th	6 th
2020-2021	90%	94%	96%	91%	88%	87%	85%	90%

2021-2022	88%	96%	95%	96%	88%	90%	90%	92%
2022-2023	84%	92%	93%	90%	84%	76%	77%	85%
Totals:	87%	94%	95%	92%	87%	84%	84%	89%

3 Year NWEA Achievement (Content Area Totals) **GOAL MISSED BY 5% FOR THE 2022-2023 SCHOOL YEAR**

	Combined	Math	Reading	Language	Science
2020-2021	71%	61%	71%	69%	83%
2021-2022	63%	63%	63%	52%	73%
2022-2023	61%	60%	65%	53%	65%
Totals:	65%	61%	66%	58%	74%

DIBELS Composite Benchmarks (Grade Level Totals) **GOAL MET FOR THE 2022-2023 SCHOOL YEAR**

	Combined	K	1 st	2 nd	3 rd	4 th	5 th	6 th
2020-2021	60%	92%	25%	70%	70%	69%	46%	78%
2021-2022	75%	100%	70%	85%	89%	37%	68%	75%
2022-2023	77%	81%	89%	83%	77%	65%	66%	79%
Totals	71%	91%	61%	79%	79%	57%	60%	55%

ACADEMIC GROWTH DATA

NWEA Growth Content Totals **GROWTH GOAL NOT MET FOR THE 2022-2023 SCHOOL YEAR**

	Combined	Math	Reading	Language	Science
2020-2021	62%	61%	68%	61%	56%
2021-2022	61%	65%	68%	53%	57%
2022-2023	53%	61%	55%	57%	39%

For the Julesburg ES READ Act Analysis and Action - please see attached document.

Julesburg Middle and High School

Julesburg High School Post-Secondary and Workforce Readiness Data, Trend Analysis

PWR	Graduation Rate	Drop-out Rate	SAT
2018	88%	1.30%	SAT: 995; ELA (473) and Math (522)
2019	100%	0.80%	SAT: 995; ELA (502) and Math (493)
2021	100%	0.00%	SAT: 999; ELA (492) and Math (507)
2022	100%	0.00%	SAT: 1034; ELA (521) and Math (513)
2023	100%	0.00%	SAT: 994; ELA (508) and Math (486)

The High School has been consistently well above state expectations in both graduation and drop-out rates, and approaching/meets in SAT. SAT scores have been extremely consistent over the past 5 years.

CMAS - not enough data to review publicly

PSAT - 2023 multi year report:

Math - Approaching - 447

ELA - Approaching - 457

**PSAT holds steady to previous years*

Julesburg Middle and High School NWEA Achievement and Growth Data

Achievement:

Math						Science					
	Combined	7th	8th	9th	10th		Combined	7th	8th	9th	10th

2017-2018	66%	73%	55%	61%	75%	2017-2018	59%	63%	63%	68%	43%
2018-2019	66%	73%	55%	61%	75%	2018-2019	60%	68%	71%	55%	47%
2020-2021	59%	47%	47%	76%	65%	2020-2021	78%	69%	76%	76%	90%
2021-2022	56%	42%	50%	62%	71%	2021-2022	78%	74%	86%	77%	76%
2022-2023	50%	47%	47%	54%	50%	2022-2023	74%	74%	84%	67%	69%
5 year Average:	59%	56%	51%	63%	67%	5 year Average:	70%	70%	76%	69%	65%
Reading					Language						
	Combined	7th	8th	9th	10th		Combined	7th	8th	9th	10th
2017-2018	56%	58%	81%	46%	38%	2017-2018	57%	37%	63%	67%	62%
2018-2019	58%	82%	59%	42%	48%	2018-2019	61%	59%	47%	79%	57%
2020-2021	61%	31%	65%	71%	75%	2020-2021	59%	50%	59%	62%	65%
2021-2022	61%	63%	43%	62%	76%	2021-2022	60%	53%	43%	69%	76%
2022-2023	61%	63%	68%	50%	63%	2022-2023	71%	68%	42%	100%	75%
5 year Average:	59%	59%	63%	54%	60%	5 year Average:	62%	53%	51%	75%	67%

Growth:

Math						Science					
	Combined	7th	8th	9th	10th		Combined	7th	8th	9th	10th
2017-2018	62%	55%	53%	55%	85%	2017-2018	80%	80%	77%	82%	81%
2018-2019	57%	35%	61%	60%	73%	2018-2019	81%	70%	78%	95%	82%
2020-2021	61%	43%	60%	50%	89%	2020-2021	71%	53%	60%	78%	78%

2021-2022	52%	32%	42%	69%	65%	2021-2022	66%	63%	67%	69%	65%
2022-2023	51%	58%	47%	42%	56%	2022-2023	58%	53%	57%	46%	75%
5 year Average:	57%	45%	53%	55%	74%	5 year Average:	71%	64%	68%	74%	76%
Reading					Language						
	Combined	7th	8th	9th	10th		Combined	7th	8th	9th	10th
2017-2018	72%	70%	82%	55%	81%	2017-2018	68%	60%	71%	64%	76%
2018-2019	69%	57%	72%	80%	68%	2018-2019	69%	57%	67%	85%	68%
2020-2021	38%	29%	33%	67%	22%	2020-2021	51%	64%	47%	50%	44%
2021-2022	45%	26%	42%	46%	65%	2021-2022	55%	32%	67%	62%	59%
2022-2023	49%	47%	47%	50%	50%	2022-2023	54%	53%	47%	58%	56%
5 year Average:	54%	46%	55%	60%	57%	5 year Average:	59%	53%	60%	64%	61%

Destinations Career Academy of Colorado (CODCA)

School Performance SPF data

- [2023 SPF: Performance Plan Type \(multi year report\)](#)
- [2022 SPF: Insufficient Data/Low Participation Plan Type; HS - Performance Rating; MS - Improvement Rating](#)
- [2019/2020/2021 SPF: Improvement Plan Type](#)
- [2018 SPF: Improvement Plan Type](#)

PWR Current Trends

Graduation Rate and Drop-out rates show significant improvements through past 5 years. Meets rating Grad rate/Exceeds dropout rate.

CODCA State Calculated 4-year					
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Graduation and Drop-Out Rates	2022	2021	2020	2019	2018
Graduation Rate	94.30%	91.40%	85.90%	79.60%	65.20%
Dropout Rate	0.40%	1.00%	2.30%	1.40%	3.40%

PSAT and SAT Achievement - steady - approaching in all areas

State Assessment	2023	2022	2021	2019
PSAT ELA	455	462	No State Calc	466
PSAT Math	415	430	No State Calc	443

SAT ELA	497	491	479	489
SAT Math	466	448	465	453

CMAS MS Achievement and Growth Scores - 2 year report 2023 (2nd year of data for MS)

CMAS ELA	740 - approaching
CMAS Math	717 - approaching
Growth ELA	56th percentile -meets
Growth Math	Not enough data

Internal Assessment (taken 3 times per year): STAR360 BOY to EOY Growth; 20-21, 21-22, and 22-23

Percent of students who met annual growth score from BOY to EOY. Growth measured by SGP from BOY to EOY. **School met goals in*

overall growth per internal assessments.

Year	Participation %	% students >35th SGP	% students>35th SGP
MS 20-21	97	70	72
MS 21-22	97	71	74
MS 22-23	96	74	73
HS 20-21	97	70	72
HS 21-22	99	78	73
HS 22-23	98	82	73

Gifted and Talented Education at Julesburg SD:

The district has a small number of identified gifted students, below publicly reportable numbers. Monitoring achievement and growth of each gifted student will be documented in the students' ALP, or until such a time the district has enough students to include in the UIP.

Trend Analysis



Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

Julesburg HS: PSAT ELA and Math have remained stable in over the past 3 years, with approaching ratings in both PSAT ELA and Math.



Trend Direction: Increasing

Performance Indicator Target: Academic Growth

CODCA HS and MS median growth scores on STAR360 in ELA and Math have increased in school year 22-23. Most notable increase in ELA; more stable in Math.



Trend Direction: Increasing

Performance Indicator Target: Postsecondary & Workforce Readiness

CODCA HS: CODCA High School Graduation rates have been increasing significantly over the past 5 years. 2022 cohort rates, at 94.3%, are now well above state average and expectation. See complete data in current performance section.



Trend Direction: Stable

Performance Indicator Target: Postsecondary & Workforce Readiness

CODCA PSAT and SAT achievement scores for Math and ELA over the past 3 years have remained stable, and are achieving Approaching rating in both subject areas.



Trend Direction: Stable

Performance Indicator Target: Postsecondary & Workforce Readiness

Julesburg HS Julesburg HS graduation rates continue to be well above state expectation, with past 3 years at 100%, exceeds.



Trend Direction: Stable

Performance Indicator Target: Postsecondary & Workforce Readiness

Julesburg HS The Dropout Rate has been stable and low for several years at 0% or just above. This exceeds the state expectation.



Trend Direction: Increasing

Performance Indicator Target: Postsecondary & Workforce Readiness

CODCA: Dropout rates have been significantly improving for past 4 years. Cohort of 2022 is at 0.4%, cohort 2021 at 1.0%, 2020 rates were just above 2%, and 2019 rates were at 1.3%. We achieved exceeds state expectation and have seen significant improvements in the past 5 years - see performance for full review of data.



Trend Direction: Stable

Performance Indicator Target: Postsecondary & Workforce Readiness

Julesburg HS: SAT achievement has remained stable at Julesburg HS over past 5 years, with average composite score just under/over 1000.

Additional Trend Information:

Julesburg ES: Classroom Assessment, NWEA achievement and Dibels Targets on Internal Assessments made in most places. Growth has remained stable over past several years.

Julesburg MS and HS: Graduation and Dropout rates well above state expectation and stable. Internal NWEA data, over past several years, is stable for all subject areas.

Destinations Career Academy of CO (CODCA): STAR internal growth data is stable for Math and increased significantly in Reading.

Please see performance review for detailed data.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: CODCA: High School Graduation and Dropout rates; Career/College Planning

CODCA Graduation Rates and Dropout rates have significantly improved over the past 5 years. 2022 4-year graduation rates are higher than state expectation and above the state average for public schools. Dropout rates have improved to 0.4%, exceeding state expectation. Grad and Dropout rates, along with career and college planning, will continue to be a focus for CODCA. As an online school, unique efforts must be put in place to ensure high student engagement, progress and success toward career and college readiness, as well as a HS diploma.

Area of Focus: Postsecondary Workforce readiness (Graduation/Completion Rate)



Root Cause: CODCA: Career Academy

CODCA will continue its expansion of its Career Tech Education program, the Career Academy, to offer students a unique, individualized and meaningful school environment. This program will allow students to take career based courses, gain work based learning experiences in a career field/s, attain industry-approved certifications, and participate in career based student organizations.



Root Cause: CODCA: Graduation Planning

CODCA will continue to improve its individual support for all students in graduation planning, post-secondary planning, and in establishing/monitoring goals with each student.

Root Cause Category: Student engagement systems



Priority Performance Challenge: Julesburg ES: Students with Disabilities

Students with Disabilities (Growth) in Reading, Language and Math

Area of Focus: Other growth



Root Cause: Foundational math Skills

Improvement in math foundational skills (math fluency and facts) so students can apply to math content



Root Cause: Julesburg ES -- Closure of achievement gap

Lack of closure of the achievement gap for students on IEPs. Students on IEPs are not showing the expected growth and achievement. Some of this due to these students being pulled out of the core curriculum too early as well as too frequently.

Root Cause Category: Intervention Systems



Root Cause: Julesburg ES -- Explicit Instruction

A continued need for a stronger sequence of supports during explicit instruction, especially during the focused instruction and guided practice phases of the gradual release of responsibility (Setting the stage for learning, clear explanation of what students are learning and what they need to do, modeling the process, guided practice, student collaboration for engagement and understanding, independent practice, assessment and closure). We are also observing the need for more independent practice time which will allow teachers to note student understanding as well as time for feedback.

Root Cause Category: Instruction



Priority Performance Challenge: Julesburg MS/HS: ELA and Math

Students with Disabilities, ELL Students, and Free Reduced Lunch Students - both ELA and Math Achievement and growth

Area of Focus: Other growth



Root Cause: Standards based instruction

A need to improve teacher clarity related to instruction and assessment of learning intentions that are standards based related to essential concepts & skills.

Root Cause Category: Instruction



Root Cause: SAT Practice

A need to prepare students and improve scores on the SAT Assessment by incorporating SAT articulated content/skills and practice throughout the year to all 11th graders by embedding use of the SAT curriculum/prep resource into the regular classroom instruction.

Root Cause Category: Curriculum



Root Cause: Julesburg MS/HS: MTSS

Lack of Targeted Curriculum and Instruction/Intervention Strategies coupled with progress monitoring to address academic learning/readiness deficiencies/strengths among our struggling and advanced students.

Root Cause Category: Intervention Systems



Root Cause: Vertical Alignment of Standards

Julesburg staff will continue collaboration on grade level alignments of standards and mastery



Priority Performance Challenge: CODCA: ELA and Math Growth all students

CODCA continues to focus on improving ELA/Reading and Math growth, for all students, on STAR internal assessments (taken 3 times per year), and on both PSAT and SAT state assessments.

Area of Focus: Other growth



Root Cause: CODCA: Team and Individual Data Analysis

CODCA will continue its intentional cycle of student data analysis, reflection, and adaptation of action steps resulting from analysis of student data across all groups and individual students.

Root Cause Category: Data Analysis

Root Cause: CODCA: Data Driven Instruction



CODCA will continue its purposeful writing and math intervention models to include the following criteria: student identification through fall assessments in STAR360 and curricular assessments, specific small group intervention classrooms targeting fundamental skills and academic needs, school accountability measures for student attendance, and quality teacher instruction at all intervention sessions.

Root Cause Category: Instruction

Root Cause: CODCA - MTSS



CODCA will continue to improve upon an effective MTSS model across all subject areas at the HS level, ensuring thorough data analysis, effective differentiated instruction, and progress monitoring of student interventions, to ensure equity in learning and access for all students.

Root Cause Category: Intervention Systems



Priority Performance Challenge: Julesburg ES: Growth and Achievement ELA and Math - grades 5 and 6

Student growth and achievement in grades 5th and 6th in Reading, Language and Math

Area of Focus: Other growth

Root Cause: Julesburg ES -- Explicit Instruction



A continued need for a stronger sequence of supports during explicit instruction, especially during the focused instruction and guided practice phases of the gradual release of responsibility (Setting the stage for learning, clear explanation of what students are learning and what they need to do, modeling the process, guided practice, student collaboration for engagement and understanding, independent practice, assessment and closure). We are also observing the need for more independent practice time which will allow teachers to note student understanding as well as time for feedback.

Root Cause Category: Instruction

Root Cause: Julesburg ES - Growth in Writing



A need for continued growth in written language in grades 3rd-6th. Students appear to not be transferring skills practiced within the current curriculum resources in the area of writing. Teacher training.

Root Cause Category: Instruction

Root Cause: Growth grades 4-6 Math and Reading



School is seeing weaknesses in growth for grades 4-6 in Reading and Math



Priority Performance Challenge: CODCA: Math achievement Students in FRL and Minority Students

Students in FRL and Minority students low math achievement both in MS CMAS and HS PSAT.



Root Cause: CODCA - MTSS

CODCA will continue to improve upon an effective MTSS model across all subject areas at the HS level, ensuring thorough data analysis, effective differentiated instruction, and progress monitoring of student interventions, to ensure equity in learning and access for all students.

Root Cause Category: Intervention Systems

Root Cause: CODCA: Data Driven Instruction



CODCA will continue its purposeful writing and math intervention models to include the following criteria: student identification through fall assessments in STAR360 and curricular assessments, specific small group intervention classrooms targeting fundamental skills and academic needs, school accountability measures for student attendance, and quality teacher instruction at all intervention sessions.

Root Cause Category: Instruction



Priority Performance Challenge: 6th Grade Literacy Growth/Achievement

6th grade literacy growth and achievement - per NWEA

Area of Focus: ELA growth



Root Cause: Julesburg ES - Growth in Writing

A need for continued growth in written language in grades 3rd-6th. Students appear to not be transferring skills practiced within the current curriculum resources in the area of writing. Teacher training.

Root Cause Category: Instruction

Magnitude of Performance Challenges and Rationale for Selection:



Julesburg ES:

Priority needs identified by trend data analysis supports the need for improvement in the following priority performance challenge areas:

(Note: 2021 and 2022 and 2023 CMAS- state level test data not available due to 95% of the parents opting out their student attending JES from taking the CMAS assessments)

- Student growth and achievement in grades 5 and 6 in Reading, Language and Math
- Students with Disabilities (Growth) in Reading, Language and Math
- 6th Grade Literacy Growth and Achievement

In analyzing classroom data, we need to continue to address our common assessments to ensure they are assessing essential skills and teachers need to continue to make sure that they have a specific (standards-based) objective in each lesson. Although, our growth across grade levels in all content areas is steady and we continue to meet national averages in growth on NWEA Maps Assessments, there is still a need to meet grade level expectations especially with our students on IEPs. We will also continue to focus on the layout of the instructional lesson (enough time for an introduction utilizing explicit language, guided practice and independent work time) and along with building more accurate assessments and then designing backwards from that assessment. We also want to emphasize the instructional practice of focusing on the science of literacy to build foundational skills in our primary grades that will transition into our upper grades.

Julesburg MS/HS:

PPC identified through analysis of NWEA internal assessment growth data.

CODCA:

PPCs identified through analysis of graduation and dropout rates, internal credit accrual rates, internal STAR growth data, PSAT/SAT, and CMAS data.

Magnitude of Root Causes and Rationale for Selection:



All schools went through a root cause analysis, with School leaders, Staff, Parents, and Board members, to include the following:

- Identification of PPCs from internal school assessments (Dibels, NWEA and STAR) and state data
- Identification of all potential causes
- Narrowing down to identifiable root causes that were supported by data and observations, and that were school centered (and within school control)
- All root cause analyses were conducted with staff, school leaders, and community members.
- All action steps, data, and root causes are progress monitored on a regular bases through out the school year.

Additional Narrative / Conclusion

While the opt out law continues to affect participation on CMAS and PSAT, the district's schools utilize extensive internal assessment measures to collect rich and meaningful data on its students. NWEA and DIBELS, as well as curricular assessments and school programs allow Julesburg ES and Julesburg to obtain useful and instruction ready data for its students. STAR and curricular assessments, as well as internal programs, provide the same level of detailed data at the online school, CODCA. With this data, all schools are able to teach effectively, understand its students needs and strengths, and to differentiate based on data need, IEP and/or ALP goals, and other student data metrics.

Action Plans

Planning Form



CODCA - Career Technical Education (CTE) Program and Intensified Student Support

What will success look like: CODCA will continue to expand its CTE programming and Student Support/Counseling SEL strategies. The Destinations Career Academy will provide 16 career course pathways for students, student career based organizations, certifications, work based learning opportunities, social emotional learning, and academic and post-secondary planning to all students. CTE Pathways include: Health Science (CNA, CMA, Pharm Tech, Phlebotomy and EKG, and Sports Medicine); IT (both Programming and Visual Design); STEM; Business; Marketing; Agriculture; Teacher Training; Legal/Law Enforcement; Cybersecurity; and Outdoor Leadership.

Describe the research/evidence base supporting the strategy and why it is a good fit: Career Readiness Education is proven to increase graduation rates and decrease dropout rates across schools that have enriching CTE programs. Wrap around support to include social emotional learning, and academic planning are researched strategies to ensure students engage in school and life post graduation.

Strategy Category:

Associated Root Causes:



CODCA: Career Academy:

CODCA will continue its expansion of its Career Tech Education program, the Career Academy, to offer students a unique, individualized and meaningful school environment. This program will allow students to take career based courses, gain work based learning experiences in a career field/s, attain industry-approved certifications, and participate in career based student organizations.



CODCA: Graduation Planning:

CODCA will continue to improve its individual support for all students in graduation planning, post-secondary planning, and in establishing/monitoring goals with each student.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Data audit of CTE programs to include: pathway numbers, CTE course pass rates, certifications offered/attempted/earned, CTSO memberships and activities, work based learning attendance

08/03/2022
06/30/2025
Monthly

Admin team, CTE staff

CTE audit






Data analysis with counseling team to include graduation tool completion per student, Quarterly conference attendance, Tallo use, and credit accrual per cohort.

08/04/2022
06/30/2025
Quarterly




counselors and admin

ICAP audit

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Industry recognized certificates	CODCA staff will support eligible students to take and earn industry recognized certificates after completion of appropriate CTE courses. CODCA will instruct the courses, the prep, and pay for the student fee for certification. Certifications are available in all pathways.	05/01/2022 06/30/2025	local funds, CTE funds	CTE staff, admin, counselors	In Progress
 Work based learning	CODCA will work with its CTE Advisory Council, CTE Staff/Teachers and School Board/Superintendent to expand work based learning opportunities for each pathway at CODCA. These work based learning experiences will include job tours, job experiences, job simulations, internships, volunteer work, and virtual opportunities. The Advisory Committee will council CODCA to keep current for each pathway offered, and in certifications.	05/27/2022 06/30/2025	local funds, CTE funds	Career Academy Admin and Head of School, CTE Staff	In Progress
 CCCS Approvals	CODCA will maintain CCCS approval for all currently approved CODCA CTE programs. In addition, CODCA will continue its DORA approved CNA program.	05/29/2022 06/30/2025	Local funds, CTE funds	Admin, CTE Staff	In Progress
	CODCA will work in partnership with the Julesburg Board, the CODCA Advisory Council, and k12 curricular writers to continue to review CTE courses and programs and ensure that content and			Career Academy	

	curriculum offerings meet the CTE requirements for Colorado CTE. This will include the blended agriculture education program with JHS, Outdoor leadership, and expansions in CNA, Phlebotomy and EKG programs.	05/31/2022 06/30/2025	Local, Perkins	Admin, Head of School, CTE Staff	In Progress
	CODCA will continue to expand CTE into its state approved middle school. It will offer career explorations courses at all grade levels - 6th, 7th and 8th. All of these will be project based learning in nature. TSA will also continue to be offered. CODCA will offer career exploration activities and projects to grades 4 and 5, beginning SY 23-24.	06/01/2022 06/30/2025	local funds	teachers, CTE admin	In Progress
	CODCA will continue its use of a medical mobile lab to ensure every student at our school, across CO, has access to the required medical lab hours and to earn certifications in CNA, CMA, Phlebotomy and EKG.	06/01/2022 06/30/2025	Local and Grant	School Admin and Nurse	
	CODCA will continue to promote student involvement and leadership in DECA, HOSA, SkillsUSA, FFA and TSA.	06/02/2022 06/30/2025	local funds, CTE funds	admin, CTE staff	In Progress
	CODCA Counselors will work with all students to designate a pathway in one of our 19 career pathway options. CODCA staff will work with students in course selection and placement to ensure they become "participants", "completers" or "concentrators" or "completers" of their chosen pathway.	06/30/2022 07/01/2025	local	counselors, CTE Admin	In Progress
	Counselors and Staff will work individually, in quarterly conferences, with students to develop an ICAP to include academic, post-secondary, and career based goals. Counselors will meet with students at least 4 times per year to review	08/01/2022 06/30/2025	local funds	Counselors and Admin	In Progress

ICAP	academic data and goals, post-secondary goals, and CTE options.					
 Project Based Learning (PBL)	CODCA will offer PBL courses to all students in the CTE program, grades 4-12. These courses allow students to collaborate on projects that mimic real world, work experiences. Students will utilize Microsoft teams in the PBL course work.	08/01/2022 06/30/2025	local funds	teachers, admin	In Progress	
 DCA Direct	CODCA will offer PT options to students of the NE BOCES to take courses in CTE.	08/02/2022 06/01/2026	Rural COAction Grant	head of school, CTE staff, Counselors from participating schools		
 Social Emotional Learning	Counselors will implement the 7 Mindsets curriculum as our Social Emotional learning platform. This will occur through both counseling block (once per month) and in teacher instruction (daily).	08/03/2022 06/30/2025	local funds	counselors and admin	In Progress	



CODCA - Data Driven and Quality Instruction

What will success look like: CODCA administration and staff will continue to implement engaging, high quality, and data-driven instruction across all subject areas, and in all groups of students.

Describe the research/evidence base supporting the strategy and why it is a good fit: Data Driven Instruction literature and research. Driven by Data by Paul Bambrick-Santoyo. Teach Like A Champion, Bold School - both additional resources/book studies with our teachers.

Strategy Category:

Associated Root Causes:

CODCA - MTSS:







CODCA will continue to improve upon an effective MTSS model across all subject areas at the HS level, ensuring thorough data analysis, effective differentiated instruction, and progress monitoring of student interventions, to ensure equity in learning and access for all students.

CODCA: Data Driven Instruction:



CODCA will continue its purposeful writing and math intervention models to include the following criteria: student identification through fall assessments in STAR360 and curricular assessments, specific small group intervention classrooms targeting fundamental skills and academic needs, school accountability measures for student attendance, and quality teacher instruction at all intervention sessions.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Student Growth	Analysis of student growth in BOY, MOY and EOY. Look for growth targets met at both MOY and EOY.	08/03/2022 06/30/2025 Quarterly	admin and teachers	
 Student data progress	Analysis of course progress and attendance, and standards mastery	08/03/2022 06/30/2025 Weekly	admin	
 Teacher Instructional audit	Principal/HOS analysis of teacher instructional and observation data.	08/03/2022 06/30/2025 Monthly	admin and teachers	
 MTSS progress	Weekly audit of student data discussed at MTSS with team of teachers to track improvement - use of academic tracker.	08/03/2022 06/30/2025 Weekly	admin and lead teacher	







Monthly audit to ensure seniors on track for graduation - through senior tracker.







08/03/2022
06/30/2025
Monthly


admin and counselors

Graduate credit tracking

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 STAR data	CODCA staff will use BOY STAR assessment data as initial identifiers for classroom placement and for students needing support and intervention in math, ELA and Science. STAR MOY will allow for teacher check on growth and proper intervention placement. EOY STAR data will be analyzed for annual growth and interim placement for the following school year. Staff will utilize a student Mastery of Standards Tracker through STAR and curricular data analysis.	08/01/2022 06/30/2025	local funds	Staff and Admin	
 Standards based instruction	CODCA staff will use both STAR BOY and MOY data, as well as exam statistics within our learning platform, for all unit and semester exams to provide standard level data on student mastery of specific topics.	08/01/2022 06/30/2025	local funds	staff and admin	
 Assessments to drive instruction	CODCA staff will use curricular and classroom formative assessment, along with the standards-based k12 curriculum, data to drive daily instruction. Instruction will be individualized per student need, and small groups formed based on data.	08/01/2022 06/30/2025	local funds	Staff and Admin	
 All teachers and student support team members will receive continued training on Data Driven Interventions at each Professional Development session as well as weekly through one		08/01/2022 06/30/2025	local funds	Admin and Staff	

Data Meetings	on one data meetings with CODCA administration and lead teaching staff. Staff will use a weekly academic data tracker to drive these meetings.				
 Special Populations	Targeted instruction will be provided for students on an IEP, based on IEP goals and student data. Targeted instruction will be provided for students on an ALP, based on ALP goals and student data. Targeted instruction with ML teacher for the ML population in areas of Math and ELA.	08/02/2022 06/30/2025	local	Admin and teachers	
 HS Math Intervention	HS Math teachers will meet in small groups and 1:1 with identified students who need additional support. Selection of these students will come from individual data analysis of STAR and curricular assessments.	08/02/2022 06/30/2025	local	Teachers and Principal	
 Target Populations	Teachers will use the academic tracker to splice students by special population and individually. This data will be used to drive interventions, engagement needs, and small group and 1:1 instruction. Populations will include FRL, Minority, EL, and Special Education.	08/02/2022 06/30/2023	local funds	admin, teachers	
 Snap N Read	ML students will have access to Snap N Read for all courses - translation tool, and through support of the ML instructor.	08/02/2022 06/01/2023	local	ML teacher	
 Instructional schedule	Both the MS and the HS will follow a specific bell schedule that ensures live instruction in both larger (25-30 students) groups, small group targeted instruction (5-10 students), and ensures that students do not have any cross course conflict in synchronous instructional time.	08/03/2022 06/30/2025	local funds	teachers and admin	
	All teachers will be assigned to a small group (15-20) of homeroom students. Homeroom teachers will support student	08/03/2022	local funds	MS staff	

Homeroom support	academic and SEL goals, student engagement in the school, and student collaboration with teacher and peers.	06/30/2025		
 MTSS	Teachers and school staff will participate in a weekly MTSS meeting to discuss individual student data and needs. A student's entire team will be present.	08/03/2022 06/30/2025	local funds	staff and admin
 Observations & Feedback	All teachers will receive at least 1 (some up to 3, based on evaluation) informal observations per month, plus one formal evaluation per semester. New teachers, and all teachers less than proficient, will also be assigned an instructional coach that works with them at least twice per month on best instructional strategies. CODCA does use Randa for evaluation storage. CODCA also uses Standards for Success for Informal Observations.	08/03/2022 06/30/2025	local funds	Admin and Staff
 Reading Intervention	Students who need additional support in reading will work in Mindplay - an intervention program within their ELA classes. Growth data will be closely monitored for these students. Students identified from STAR and curricular.	08/15/2022 06/30/2025	local funds	Teacher, Special Pops Manager
 Writing Interventions	CODCA English teachers will continue to conduct targeted writing interventions for students in grades 4-11. Writing interventions will occur in small group sessions on a weekly frequency. Students will be identified through curricular writing data and STAR reading data.	09/01/2022 06/30/2025	local funds	ELA teachers
 Math Intervention Lab	MS Math teachers will continue to implement differentiated math intervention classes called Math Lab to students struggling as identified by STAR, interim, and curricular assessments. This math lab is in addition to their regular math courses and can be taken for credit at the HS level.	09/01/2022 06/30/2023	local funds	Math teachers



co-teaching

Co-teaching in grades 4 and 5 with general ed teacher, special ed teacher, and ML instructor as needed. Used for small group interventions in math and ELA.

08/01/2023
06/01/2025

local

teachers, special ed teacher, ml teacher



ES instruction

Teachers will utilize both large and small group instruction in ELA and Math - differentiating with student data for small groups. This will daily.

08/02/2023
06/01/2025

local

ES teachers



Advanced Learning Plans for Gifted Students

Write and implement Advanced Learning Plans that consider the academic achievement and growth of individual gifted students in district.

08/02/2023
06/01/2024

Programming that may be included based on student strength area may tap into CDLS Infusion Classes, Depth & Complexity-based ALPs for students in 3rd-6th grade, Acceleration, Concurrent Enrollment, and/or Enrichment and Affective Groups in school.

School-level GT Coordinator, BOCES-level GT Coordinator



CODCA - Progress Monitoring

What will success look like: CODCA administration and staff will continue to implement a continuous cycle of progress monitoring of school data, resulting in modifying improvement action steps as necessary. These action steps will be strategic to improve learning and outcomes in groups of students, sub-populations, as well as each individual student.

Describe the research/evidence base supporting the strategy and why it is a good fit: Progress monitoring analysis and student data improvements from last several years.

Strategy Category:




Associated Root Causes:



CODCA: Team and Individual Data Analysis:

CODCA will continue its intentional cycle of student data analysis, reflection, and adaptation of action steps resulting from analysis of student data across all groups and individual students.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Weekly data meetings	Weekly leadership meeting data analysis	08/02/2022 06/01/2025 Weekly	School leaders, lead teachers	
 Comprehensive School Reviews	Academic and Engagement tracker/data review with Central Regional K12 team. Progress monitoring of standards mastery, credit accrual, growth, and course engagement.	08/03/2022 06/30/2025 Quarterly	Central Region K12 team, Head of School	
 Monthly board meeting/superintendent review	Board data slides - progress monitoring of all school data with superintendent and board members.	08/03/2022 06/30/2025 Monthly	Head of School, Principals, Superintendent	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Instructional and Assessment Calendar

CODCA will create and follow a calendar with interim learning/testing cycles to support the instructional grouping of students for additional support. Interim assessments, as well as STAR MOY, will be used to progress monitor student growth.

07/01/2022
06/30/2025

local funds

admin and staff



Progress Monitoring

CODCA administration and District administration will review trends in student/school data at least monthly. Discussions will include strengths, challenge areas, and any needs for change/modification.

08/01/2022
06/30/2025

local funds

leadership team



Weekly leadership

CODCA administration will actively engage in weekly leadership meetings to analyze student and school data, to determine weekly goals, and to progress monitor instructional actions and their effects on student performance data. Strengths will be continued and areas of challenge addressed with adjustment to action steps. Data analyzed will include course progress and standard mastery data, engagement and attendance data, and graduate tracking data. Data will be analyzed per whole school and special populations.

08/01/2022
06/30/2025

local funds

school leadership



Data review with stakeholders

CODCA admin will meet weekly to review school level data with Stride leaders. CODCA admin will also provide continuing data reports/results to the Stride team for collaboration and discussion.

08/01/2022
06/30/2025

local funds

Admin and K12 support team



Data Meetings Teachers

Administrators will meet 1:1 with teachers every other week to discuss student trend data in classrooms and from internal assessments, discuss strengths, and actions needed to address students struggling. Data analysis will include whole class, special populations, and individual.

08/16/2022
06/30/2025

local

Admin and teachers



Julesburg ES: Staff Professional Development on Effective Instruction

What will success look like: Observational evidence of effective strategies

Describe the research/evidence base supporting the strategy and why it is a good fit: Mastery Based Learning and Assessments

Strategy Category:

Associated Root Causes:



Julesburg ES - Growth in Writing:


A need for continued growth in written language in grades 3rd-6th. Students appear to not be transferring skills practiced within the current curriculum resources in the area of writing. Teacher training.

Julesburg ES -- Explicit Instruction:



A continued need for a stronger sequence of supports during explicit instruction, especially during the focused instruction and guided practice phases of the gradual release of responsibility (Setting the stage for learning, clear explanation of what students are learning and what they need to do, modeling the process, guided practice, student collaboration for engagement and understanding, independent practice, assessment and closure). We are also observing the need for more independent practice time which will allow teachers to note student understanding as well as time for feedback.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 PLC	Teachers will complete a new survey on how they feel they work/collaborate/and plan as instructional teams. Teachers will engage in a learning session on the quality characteristics of a Professional Learning Community. Teachers will then establish a protocol for their own Professional Learning Communities.	03/01/2022 06/30/2025	teachers and principal	Not Met



Teachers will document on established template essential learning targets for their grade level (or content area)

06/01/2022
06/30/2025

Teachers and Principal

Not Met

Instructional plan -
template



Teachers will continue refine curriculum maps, which will include essential learning targets, activities and resources used, assessment tools, pacing, success criteria and timelines.

08/01/2022
06/30/2025
Weekly

Teachers and Principal

Not Met

Curriculum maps



Teachers will provide principal with their curriculum map and will implement the plan throughout the school year. Monthly check-ins to evaluate pacing, progress and any changes will take place during Professional Learning Community meeting times




08/01/2022
06/30/2025
Monthly



Teachers and Principal

Not Met

Curriculum map
checks

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Learning walks	Learning walks will be conducted, which will include questioning students on their clarity around learning intentions and success criteria. We will also look for the effective use of the Gradual Release of Responsibility.	03/01/2022 06/30/2025	Local funds	District administration and teachers	Not Started
 ELA standards	Teachers will continue to examine (ELA) standards and identify essential learning targets and success criteria.	06/01/2022 06/30/2025	local funds	District Administration and Teachers	Not Started
 Feedback	Teachers will learn about and implement effective feedback to students.	08/01/2022 06/30/2025	local	teachers, principal	
	Teachers will continue to revise current assessments to test	08/01/2022			

Assessment revision	essential learning targets.	06/30/2025	local	teachers	
 Curriculum maps	Teachers will continue refine curriculum maps, which will include essential learning targets, activities and resources used, assessment tools, pacing, success criteria and timelines.	08/01/2022 06/30/2025	local funds	Teachers	In Progress
 Training	Whole Brain Teaching for Challenging Students Book Study.	09/01/2023 01/30/2024	Title II	teachers, admin	



Julesburg MS/HS: Alignment and Assessment

What will success look like: Julesburg MS/HS will continue to strengthen implementation of aligned curriculum, instruction and assessment with Colorado Academic Standards with focus on vertical articulation of curriculum and assessments between 6th and 7th grade in core subject areas (math, science, language arts).

Describe the research/evidence base supporting the strategy and why it is a good fit: Academic standard alignment

Strategy Category:


Associated Root Causes:



Vertical Alignment of Standards:



Julesburg staff will continue collaboration on grade level alignments of standards and mastery

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
	Continue opportunities for our intermediate elementary teachers and jr./sr. high school teachers in core subject areas to collaborate and develop good vertical articulation of	08/01/2022 06/30/2025	Teachers and Principal	Partially Met

Vertical teams	curriculum/units/lessons/and assessments between 6th & 7th grade.	Monthly			
	Teachers will be able to demonstrate ability to incorporate into lesson design and implementation as observed during classroom observations. Teachers will utilize and continue to develop and implement units/lessons/assessments that are aligned with the Colorado Academic Standards as observed during classroom observations.	08/02/2022 06/30/2025 Weekly	Teachers and Principal		Partially Met
Standards implementation in lessons					

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Vertical team collaboration	Continue monthly professional collaboration between intermediate elementary teachers and jr./sr. teachers in core subject areas.	08/01/2022 06/30/2025	local funds	Grade level teachers and principal	In Progress
 Curriculum implementation	Continued focus on implementation of adopted curriculum and utilization/development of classroom assessments that are aligned with measuring student mastery of Colorado Academic Standards.	08/15/2022 06/30/2025	local funds	Grade level teachers, MTSS team and principal	In Progress



Juleburg MS/HS: Data Analysis, Interventions, and Progress Monitoring

What will success look like: Continue processes that actively engage teachers in the consistent analysis and utilization of Student Learning Outcome (SLO) assessment data (Classroom Assessments, NWEA, and Aims Web) to drive their decisions about what content/curriculum to teach or not teach and inform their decisions about the need for the implementation of differentiated/targeted intervention instructional strategies to meet the needs of their struggling and advanced learners.

Describe the research/evidence base supporting the strategy and why it is a good fit: Data Driven Instruction analysis and need

Strategy Category:

Associated Root Causes:



Standards based instruction:

A need to improve teacher clarity related to instruction and assessment of learning intentions that are standards based related to essential concepts & skills.



Julesburg MS/HS: MTSS:

Lack of Targeted Curriculum and Instruction/Intervention Strategies coupled with progress monitoring to address academic learning/readiness deficiencies/strengths among our struggling and advanced students.



SAT Practice:

A need to prepare students and improve scores on the SAT Assessment by incorporating SAT articulated content/skills and practice throughout the year to all 11th graders by embedding use of the SAT curriculum/prep resource into the regular classroom instruction.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Pre-Post	Pre and Post assessment strategies being utilized consistently by all teachers as observed during classroom observations.	08/01/2022 06/30/2025 Weekly	Teachers and Principal	Not Met
 ILPS	Students Identified/ILP's created	08/01/2022 06/30/2025 Quarterly	Teachers and Special Ed Team	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
			Programming that may be included		



Advanced Learning Plans for Gifted Students

Write and implement Advanced Learning Plans that consider the academic achievement and growth of individual gifted students in district. This is for ES, MS and HS.

08/02/2022
06/30/2025

based on student strength area may tap into CDLS Infusion Classes, Depth & Complexity-based ALPs for students in 3rd-6th grade, Acceleration, Concurrent Enrollment, and/or Enrichment and Affective Groups in school.

School-level GT Coordinator,
BOCES-level GT Coordinator



Student data analysis

Identify Students and develop ILP's for all students below & above proficiency cut points on NWEA at the beginning of year in each core subject area.

08/15/2022
06/30/2025

local funds

Principal and teachers

In Progress



Progress monitor

Monthly analysis/review/reporting by core subject area teachers on SLO assessment data to monitor/support/determine effectiveness of academic intervention regarding advancing academic growth of students on ILP's.

09/15/2022
06/30/2025

local funds

Principals and teachers

In Progress



Pre and post assessment to determine student need

Create/Implement pre-assessment and post assessment expectations/ instruments for all curriculum units in all courses to determine needs for differentiation of curriculum, instruction and student products.

09/15/2022
06/30/2025

local funds

Teachers and Principals

In Progress



Development of interventions for students

Develop in-class and out of class intervention/ differentiation strategies/resources

09/15/2022
06/30/2025

local funds

Teachers and Principals

In Progress



Julesburg ES: Learning Impact Coach

What will success look like: Continued Use of Visible Learning Impact Coach to Support Teachers In Impact Cycles

Describe the research/evidence base supporting the strategy and why it is a good fit: Research around the community that is needed to impact student learning. Student-Teacher-Learning Coach.

Strategy Category:


Associated Root Causes:

Julesburg ES -- Explicit Instruction:



A continued need for a stronger sequence of supports during explicit instruction, especially during the focused instruction and guided practice phases of the gradual release of responsibility (Setting the stage for learning, clear explanation of what students are learning and what they need to do, modeling the process, guided practice, student collaboration for engagement and understanding, independent practice, assessment and closure). We are also observing the need for more independent practice time which will allow teachers to note student understanding as well as time for feedback.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Impact Coach progress	At the beginning of the year, teachers, principal and Impact Coach will explore the sequence of supports within explicit instruction. Teachers will practice this during PLC meetings. The Principal and Impact Coach will observe teacher's use of this practice during walkthrough observations and provide helpful feedback.	08/01/2022 06/30/2024 Monthly	Principal, Teachers, Coach	Not Met

monitoring

Impact cycles will be created, strategies implemented and then analyzed.



Planning Page
Impact Cycle

Monthly: Teachers and the principal will complete an planning page (impact cycle) during this meeting (based on success of students and essential learning targets needed for the next unit).

08/01/2022

06/30/2024

Monthly

Principal and Teachers

Not Met

Action Steps Associated with MIS

Name

Description

Start/End Date

Resource

Key Personnel

Status



Planning

Once per month during MTSS meetings; collaborative planning w/ principal, Impact Coach and MTSS prior to each unit of Reading

03/01/2022

06/30/2025

local funds

Grade level teachers, MTSS team and principal

Not Started



Monitor - Visible Learning Impact

Principal and Impact Coach will support and monitor teachers' use of the sequence of supports within explicit instruction (Setting the stage for learning, clear explanation of what students are learning and what they need to do, modeling the process, guided practice, independent practice, assessment and closure) as a part of the Visible Learning Impact Cycle development.

08/01/2022

06/30/2025

Title IIA and local

Principal, Impact Coach, General Education and Resource Teachers

Not Started



Team mtgs

Impact Teams will meet once-a-week. This will include Impact Cycle check-in and MTSS meetings. Impact Cycles will be conducted every 4-6 weeks. Both teams will meet once a month (together) to analyze whole-school data.

08/01/2022

06/30/2025

local funds

Teachers and Principal

In Progress



Julesburg ES: Co-Teaching Strategies

What will success look like: We will continue to implement appropriate co-teaching (push-in) strategies to support students on IEPs in grades 4th-6th. The general education teacher will partner with the interventionist to plan lessons based on standards and IEP goals and will execute different co-teaching structures within within the general education classroom. This helps keep students with special needs in the classroom for grade level instruction while the teachers use modification and

accommodations to support their learning with the goal of closing the achievement gap.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research around effective instructional strategies for students with disabilities.

Strategy Category:




Associated Root Causes:








Julesburg ES -- Closure of achievement gap:

Lack of closure of the achievement gap for students on IEPs. Students on IEPs are not showing the expected growth and achievement. Some of this due to these students being pulled out of the core curriculum too early as well as too frequently.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Benchmarks	The assessment team and teachers will benchmark students two to three times a year and will place students in the after-school intervention.	08/01/2022 06/30/2025 Quarterly	Admin and Teachers	
 Schedule check	The schedule will be established and distributed to staff May 2020. The schedule will be monitored weekly to ensure interruptions to the students (receiving pull-out interventions) is eliminated.	08/02/2022 06/30/2025 Weekly	Admin	
 Modifications	Resource teacher will issue all general education teachers a snapshot of the student's accommodations and modifications. General Education teacher will write this into and implement these accommodations and modifications more regularly versus relying only on the intervention. This will assist in the student remaining in grade level content.	08/02/2022 06/30/2025 Monthly	Teachers and Admin	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Scheduling	Schedules will be adjusted so that all students receive the full core instruction (I Do and We Do). Students will not be pulled during this portion of the instruction.	08/02/2022 06/30/2025	local	Principal and Teachers	
 Impact Teams	Impact Teams will meet the Friday prior to an IEP staffing to discuss and agree upon appropriate and effective accommodations and modifications for students on IEPs.	08/02/2022 06/30/2025	local	MTSS Team, Special Education Team, Principal, General Education Teachers	
 Data Analysis Admin	Impact Coaches and principal will meet with and observe teachers to analyze data and provide feedback regarding the implementation of appropriate accommodations and modifications in order to assist students on IEPs to be able to access and respond to grade level content. The Impact Coach will assist the teachers in monitoring these students through the Impact Cycles.	08/02/2022 06/30/2025	local and title II	Principal, Impact Coach and General Education and Resource Teachers	
 Progress monitoring	Students on IEPs will be progress monitored weekly at grade level (or at their benchmark level) to determine effectiveness of instruction and interventions.	08/02/2022 06/30/2025	local	general ed and resource	
 Collaboration General Ed and Resource	General Education Teachers will meet with resource teacher at the beginning of the year to go over specific modifications and accommodations as well as a plan for implementation. The majority of these students' education should be directly aligned with general education; they are still in need of more specific accommodations and modifications that allow them (due to their specific disability) to access the grade level information as well as to provide accurate responses.	08/02/2022 06/30/2025	local	General Ed and Resource Teacher	



Students will be benchmark assessed in NWEA, DIBELS and Aims Web three times per year.

08/02/2022
06/30/2025

local

teachers

Benchmark
Assessments



Julesburg ES: ELA Standard Dissection

What will success look like: 4th-6th grade teachers will deconstruct ELA standards, revise writing rubrics and pair novel studies with required writing genre (assignments)

Describe the research/evidence base supporting the strategy and why it is a good fit: Standards alignment to assignments/rubric

Strategy Category:


Associated Root Causes:



Julesburg ES - Growth in Writing:

A need for continued growth in written language in grades 3rd-6th. Students appear to not be transferring skills practiced within the current curriculum resources in the area of writing. Teacher training.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Assessments, progress monitoring	Students will be assessed in the area of language and reading three times per year on NWEA as well as classroom module assessments.	08/02/2022 06/30/2025 Quarterly	Teachers and Principal	

08/02/2022



Teachers will begin by reviewing their current writing rubrics, then re-write.

06/30/2025
Quarterly

Teachers and Principal

Rubrics







Teachers will evaluate beginning of year NWEA Reading and Language scores to determine strengths and needs of students.


08/02/2022
09/30/2025
Monthly

Teachers and Principal

BOY testing

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 weekly review of writing	Teachers will meet weekly to review student writing as well as comprehension assessments from their novel studies. Impact goals will be set and reviewed weekly. Student writing work will be examined by the teachers and feedback will be given by one another as well as their Impact Coach.	08/02/2022 06/30/2025	local	4th-6th grade teachers, principal, interventionist and Impact Coach	
 Novel selection	Teachers will also select novel studies that match the writing genres they will focus on during the 2022-2023 school year.	08/02/2022 06/30/2025	local	4th-6th grade teachers, principal, interventionist and Impact Coach	
 Writing rubrics	Teachers will review and revise their writing rubrics to meet standard requirements.	08/02/2022 06/30/2025	local	4th-6th grade teachers, principal, interventionist and Impact Coach	
	Teachers will review 4th-6th grade ELA standards to support	08/02/2022	local	4th-6th grade teachers,	

Standard clarity	clarity	06/30/2025		principal, interventionist and Impact Coach
	Family Literacy Event (Focus on vocabulary support)	11/01/2023 11/01/2023	Title I	4th-6th grade teachers, principal, interventionist and Impact Coach
Literacy Event				



Julesburg ES - Great Minds Grow After School Intervention Program

What will success look like: We will implement the Great Minds Grow After-School Intervention Program designed to support 4th-6th grade students in the area of essential skills in math and reading. This program is committed to providing small group and personalized to support Tier 2 and 3 students' academic proficiency.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research around Great Minds Grow and tiered support

Strategy Category: Continuous Improvement

Associated Root Causes:



Growth grades 4-6 Math and Reading:

School is seeing weaknesses in growth for grades 4-6 in Reading and Math

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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School Target Setting



Priority Performance Challenge : CODCA: High School Graduation and Dropout rates; Career/College Planning



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Sustain graduation rates at 88% or higher and dropout rate below 1.6%.

2024-2025: Sustain graduation rates at 88% or higher and dropout rate below 1.6%.

INTERIM MEASURES FOR 2023-2024: Credit accrual, WD rates, school enrollment information for students that do withdraw from CODCA



Priority Performance Challenge : Julesburg ES: Students with Disabilities



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: 70% of students K-6th will show mastery (80+) of grade level standards on classroom assessments by the end of the year. 70% of K-6th students will meet or exceed their expected growth proficiency on NWEA. • 70% of Students on READ Plans will make adequate or above typical growth on NWEA Maps Assessment. • Students on READ Plans will make one year's growth

2024-2025: 70% of students K-6th will show mastery (80+) of grade level standards on classroom assessments by the end of the year. 70% of K-6th students will meet or exceed their expected growth proficiency on NWEA. • 70% of Students on READ Plans will make adequate or above typical growth on NWEA Maps Assessment. • Students on READ Plans will make one year's growth

INTERIM MEASURES FOR 2023-2024: Classroom assessments, NWEA



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Reading 70% of students K-6th will show mastery (80+) of grade level standards on classroom assessments by the end of the year. 70%-90% of K-6th students will meet or exceed grade level expectations on NWEA by the end of 2023-2024 year.

2024-2025: Reading 70% of students K-6th will show mastery (80+) of grade level standards on classroom assessments by the end of the year. 70%-90% of K-6th students will meet or exceed grade level expectations on NWEA by the end of 2023-2024 year.

INTERIM MEASURES FOR 2023-2024: CMAS, NWEA, Aims, INTO READING, Unit Assessments, DIBELS 8, iStation



Priority Performance Challenge : Julesburg MS/HS: ELA and Math



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Reading -- 70% of students in grades 7th-10th will score at or above of Projected proficiency on NWEA MAPS assessment. Writing -- 80% of students in grades 7th-10th will demonstrate mastery by scoring 80%+ on classroom assessments aligned with grade level academic standards.

2024-2025: Reading -- 70% of students in grades 7th-10th will score at or above of Projected proficiency on NWEA MAPS assessment. Writing -- 80% of students in grades 7th-10th will demonstrate mastery by scoring 80%+ on classroom assessments aligned with grade level academic standards.

INTERIM MEASURES FOR 2023-2024: NWEA, classroom assessments



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: 70% of students in grades 7th-10th will score at or above of Projected proficiency on NWEA MAPS assessment. 80% of students in grades 7th-10th will demonstrate mastery by scoring 80%+ on classroom assessments aligned with grade level academic standards.

2024-2025: 70% of students in grades 7th-10th will score at or above of Projected proficiency on NWEA MAPS assessment. 80% of students in grades 7th-10th will demonstrate mastery by scoring 80%+ on classroom assessments aligned with grade level academic standards.

INTERIM MEASURES FOR 2023-2024: classroom assessments, NWEA



Priority Performance Challenge : CODCA: ELA and Math Growth all students



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Average School Rating of Meets in SAT and PSAT ELA sections; Average School Rating of Approaching in Math SAT and PSAT sections

2024-2025:

INTERIM MEASURES FOR 2023-2024:



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: ODCA: At least 72% of students have an SGP of 35 on reading EOY STAR Growth results.

2024-2025: CODCA: At least 72% of students have an SGP of 35 on reading EOY STAR Growth results.

INTERIM MEASURES FOR 2023-2024: Interim STAR(MOY), classroom assessments



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2023-2024: CMAS MS Growth Scores at Meets expectation ELA, meets for math

2024-2025:

INTERIM MEASURES FOR 2023-2024:



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: CODCA: At least 72% of students have an SGP of 35 on reading EOY STAR Growth results.

2024-2025: CODCA: At least 72% of students have an SGP of 35 on reading EOY STAR Growth results.

INTERIM MEASURES FOR 2023-2024: Interim STAR (MOY), classroom assessments



Priority Performance Challenge : Julesburg ES: Growth and Achievement ELA and Math - grades 5 and 6



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2023-2024: 70%-90% of students will make at or above typical growth on NWEA.

2024-2025: 70%-90% of students will make at or above typical growth on NWEA.

INTERIM MEASURES FOR 2023-2024: CMAS, NWEA, Aims, INTO READING, Unit Assessments, DIBELS 8, iStation



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Math 70% of students K-6th will show mastery (80+) of grade level standards on classroom assessments by the end of the year. 70%-90% of K-6th students will meet or exceed grade level expectations on NWEA by end of 2022 school year.

2024-2025: Math 70% of students K-6th will show mastery (80+) of grade level standards on classroom assessments by the end of the year. 70%-90% of K-6th students will meet or exceed grade level expectations on NWEA by end of 2022 school year.

INTERIM MEASURES FOR 2023-2024: CMAS, NWEA, AIMS, INTO MATH and Saxon Unit Assessments, TS Gold



Priority Performance Challenge : CODCA: Math achievement Students in FRL and Minority Students



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Achieve approaching rating in MS CMAS and HS PSAT for both FRL and Minority populations

2024-2025: Achieve approaching rating in MS CMAS and HS PSAT for both FRL and Minority populations

INTERIM MEASURES FOR 2023-2024: STAR, curricular assessments



Priority Performance Challenge : 6th Grade Literacy Growth/Achievement