DAC Review of the Draft
District Unified Improvement Plan

Tuesday, April 20, 20201
DUIP Co-Chairs: Jill Fellman & Lorri Avery

JEFFCO PUBLIC SCHOOLS

Outcomes

- Reminder of 2021-22 DUIP timeline

- Revisit priority challenges/root causes

- Provide feedback on major improvement strategies and action step ideas

Unified Improvement Plan (UIP) Process

Prepare to Plan

Gather and Organize Data

Section IV: Target Setting

Section IV: Action Planning

Review Performance Summary → Describe Notable Trends → Prioritize Performance Challenges → Identify Root Causes

Section III: Data Narrative

Set Performance Targets

Identify Major Improvement Strategies

Ongoing: Progress Monitoring

Identify Interim Measures

Identify Implementation Benchmarks
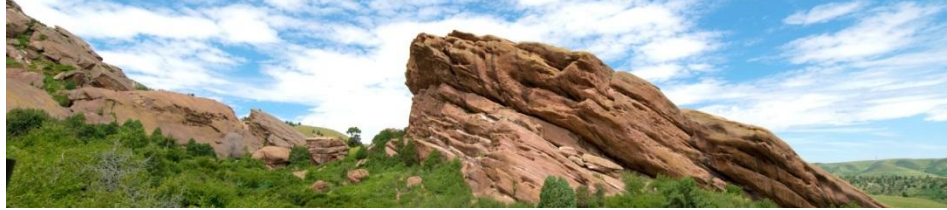
DUIP Timeline

- DAC review draft DUIP in April

- Preliminary DAC Approval in May

- Updated data to DAC in August

- Board approve in September

- CDE submission in October

  – New DAC Timeline

Root Causes/Priority Performance Challenges

Root Cause Name	Root Cause Description	Associated Priority Performance Challenge Name
Inconsistent district/school/classroom leadership, data-based decision making, family partnerships, tiered supports and evidence-based practices to meet all students' needs	Depending on the school and/or classroom, all students may not receive or benefit from effective continuous improvement processes to meet their varied academic needs. District supports have not been integrated across all departments to develop and support systemic leadership, data-based decision making, family partnerships, tiered supports and evidence-based practices to meet all students' needs.	Reading academic growth below expectations

Math academic achievement below expectations

Decline in districtwide family engagement |

DUIP Draft p. 12

DAC notes from March meeting:
https://docs.google.com/document/d/1YyE_r1HbZwG69fCldf8fCvS1snr5I9qy4S2gG2eijsw/edit?usp=sharing

Major Improvement Strategies

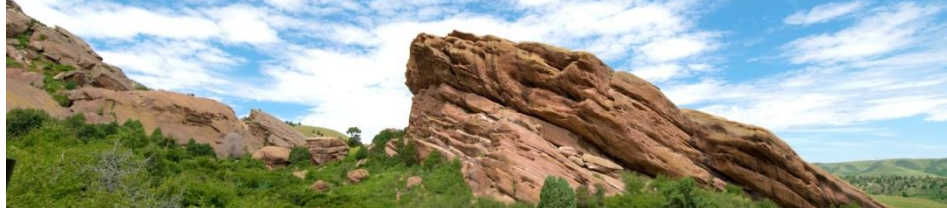| Major Improvement Strategy Name	Associated Root Cause Name	Description of what success will look like:	Description of research supporting this strategy, and why it is a good fit for the school:
The district will ensure 100% of schools provide all students with evidenced-based academic, social-emotional and behavioral supports to meet individual needs so that all students make sufficient academic growth in the 2021-22 school year to be on track to meet or exceed grade level expectations in reading and/or mathematics	Inconsistent district/ school/classroom leadership, data-based decision making, family partnerships, tiered supports and evidence-based practices to meet all students' needs	Through systemic implementation of a Multi-Tiered System of Supports (MTSS) to identify, implement, and monitor student success, 100% of schools will achieve increased academic growth for all students, especially students not yet meeting grade level expectations.	Multi-Tiered System of Supports (MTSS) is a research-based approach to continuous improvement that includes the following effective components: ○ Team-driven shared leadership ○ Data-based problem solving and decision making ○ Family, school, and community partnering ○ Layered continuum of supports ○ Evidence-based practices

DUIP Draft p. 13

Action Step Ideas

Major Improvement Strategy: District-wide implementation of a Multi-Tiered System of Supports (MTSS) Approach

Implementation Benchmarks

DUIP Draft p. 14

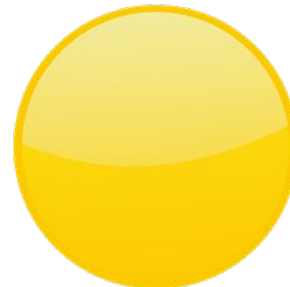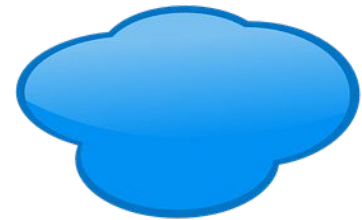| Action Step	Description	Start Date (optional)	End Date	Frequency (optional)	Key Personnel
Data-based problem solving and decision making	Enhance district supports and staff efficacy to use multiple data sources to inform decisions and monitor student success				
Family, school, and community partnering	Prioritize family partnerships to support student learning and growth as well inform school/district planning and monitoring success of improvement processes				
Layered continuum of supports	Ensure that the district and schools provide strong core instruction in every classroom and support extension for those students who need additional learning opportunities				
Evidence-based practices	Provide the professional learning and resources for evidenced-based practices in core instruction and interventions (with a literacy focus)				

Jamboard

- Take 20 minutes to brainstorm on Jam Board

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Discussion

Next Steps

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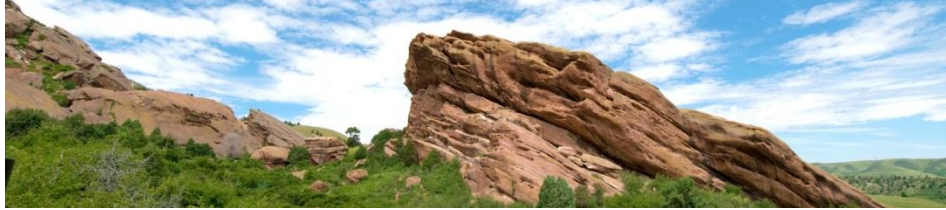## District Unified Improvement Plan

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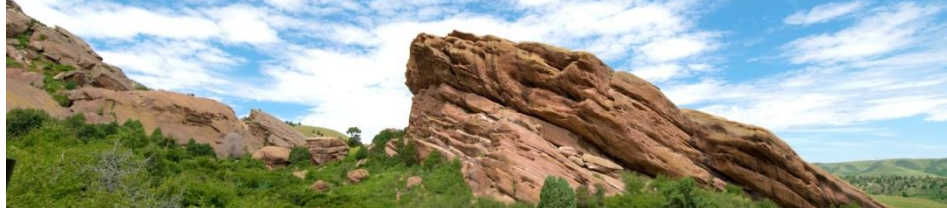
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Major Improvement Strategies

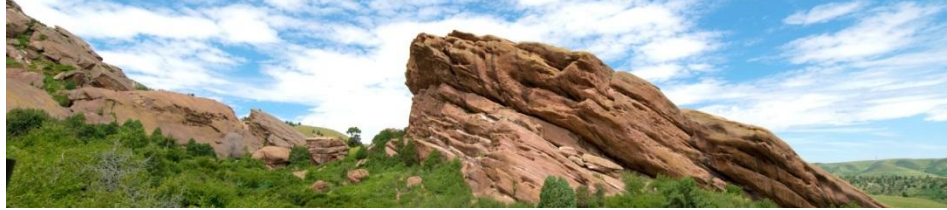| Major Improvement Strategy Name	Associated Root Cause Name	Description of what success will look like:	Description of research supporting this strategy, and why it is a good fit for the school:
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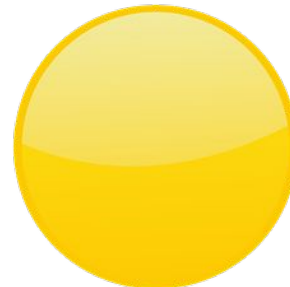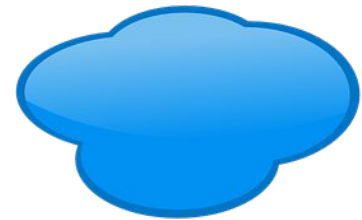| Action Step	Description	Start Date (optional)	End Date	Frequency (optional)	Key Personnel
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PROCESS FOR SELECTION OF DAC MEMBERS

- The district website needs to have a better explanation of the different committees (e.g., DAC, Capital Asset Advisory Committee, Technology Data and Privacy, etc.) and clarification that people must apply for each committee separately, as well as an expected time commitment.
- For parents, a better recruitment process is needed and more clarity about being an Articulation Area Representative (AAR) – what the responsibilities are. If more than two parents from an Articulation Area apply, it shouldn't be a default of first-come, first-served, but would require looking at the additional information the applicant submitted. Ensure that applicants understand the responsibility and time commitment required to be an active DAC member (i.e., the bylaws attendance policy). Maintain a list of applicants who were not selected, in the event of a vacancy.
- For representatives of organizations, the organizations should be able to propose their own representatives on their own timeline (independent of the board's timeline for application).
- In the event of any vacancies, the ___ committee of the DAC should make a recommendation to the board, which should create a process for approval at monthly meetings. If there are no backup applicants for the position, the ___ committee of the DAC should be empowered to do outreach to the SACs.

ARTICULATION AREA REPRESENTATIVES (AARs)

- Ensure that an AAR Chair is selected and serves on the FSCP subcommittee.
- Make it optional for the AAR to host an articulation area meeting each year.
- Make it optional that the AAR attend all of their school SAC Meetings at least once per year. We will still note/recommend that this is the best way to build relationships.
- No longer require a meeting at the end of DAC meetings for AARs to meet.
- Keep two AARs per articulation area, but allow them to decide whether to join a DAC subcommittee and to work together on how they wish to manage communication with the articulation area.
- Provide a job description handout for the AAR role explaining their responsibilities.
- Formalize AAR communication:
    - The AAR Chair will provide a quarterly survey drafted by the FSCP for the AARs to send to their areas. FSCP compiles the quarterly data to share with the full DAC and via AARs back to the articulation area SACs.
    - The AAR Chair will provide a monthly communication email template after each DAC meeting for AARs to communicate back to their areas (AAR Chair drafts).