

# Douglas County School District 15



2025-27 Integrated Application  
Presentation to Governing Board

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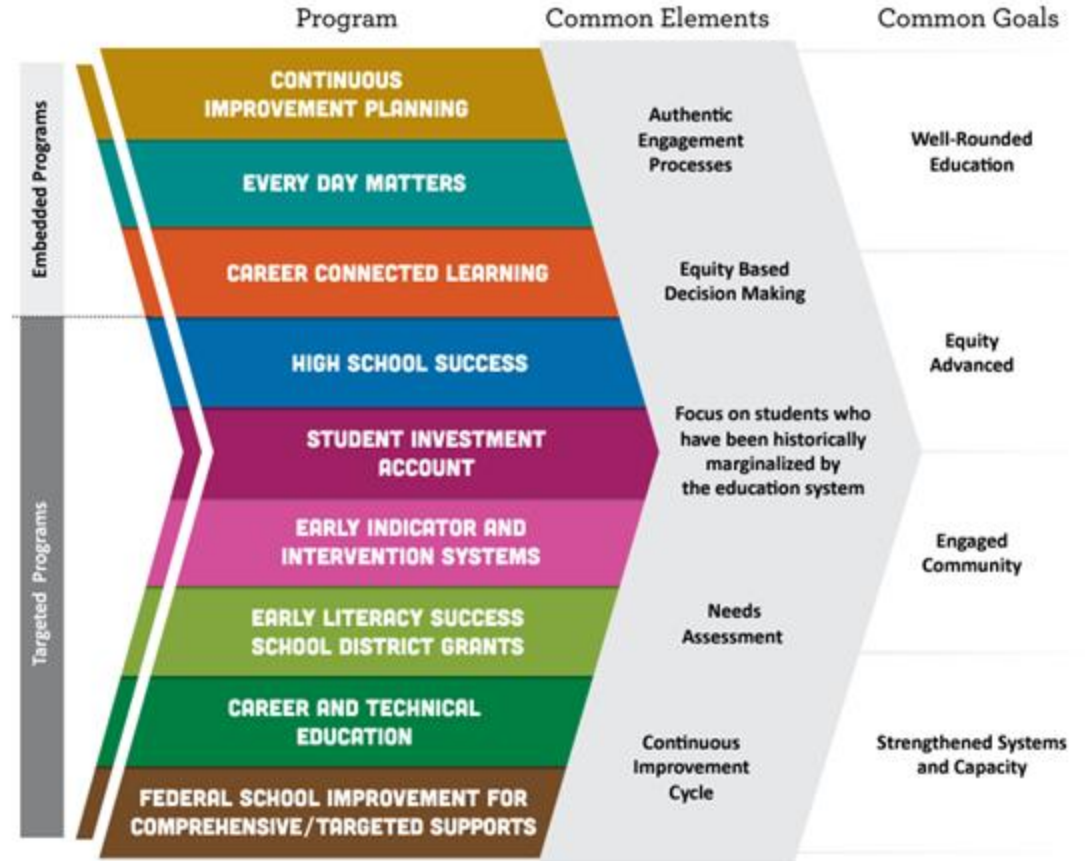
# Purpose for Presentation

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- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To engage, and/or seek board approval



# Aligned Programs & Common Goals



# Summary of Program Purpose

*Centering supports from kindergarten readiness through college & career and especially for focal group students.*

**Continuous Improvement Planning (CIP)** - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

**Every Day Matters - (EDM)** - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

**Career Connected Learning (CCL)** - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

# Summary of Program Purpose, continued

*Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.*

**High School Success (HSS)** - Systems to improve graduation rates and college/career readiness.

**Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

**Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

# Summary of Program Purpose, continued

*Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.*

**Early Literacy Success School District Grants (ELGSSG)** - Grants to school districts in order to Increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

**Career and Technical Education - Perkins V (CTE)** - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

**Federal School Improvement** - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

# Community Engagement Highlights

Community surveyed at the January 23 State of Your School

Community surveyed using a URL and IRRE data support

## DISCOVERIES:

High levels of satisfaction with;  
    how the school is currently managed;  
    stability of current programs; and  
    student academic performance.



# Needs Assessment Highlights

We used four IRRE surveys and a series of student empathy interviews to find:

Students feel safe.

Students would like to see more electives in the arts - particularly music.

The impact of the 23-25 Plan resulted in reading, math and attendance gains should be reinforced.

The impact of a behavioral specialist has shown a dramatic decrease in severe emotional outcry and crisis events.

Staff found greater instructional supervision, academic supports and data-based decisions that support our academic direction.

# These priorities emerged:

Keep the vision and focus from our original plan. We are showing progress.

Reduce the total goals from five to three that focus tighter on reading, math and attendance.

Place FTE into our general fund that will support the hire of a behavioral specialist.

Place music FTE into our general fund and seek to expand music instruction into high school electives.

# Our intended outcomes are:

We should see continued progress in reading, math and attendance data. Specifically, we should see at least 3% growth in each of these three areas.

## These key strategies will help us achieve our intended outcomes:

We intend to hold tight to the strategies from the 23-25 IP plan that helped to produce our progress.

In 25-26 we are establishing new professional learning designs and professional protocols for disaggregation of our reading and math data.

Administration will continue the methods and focus on attendance with our parents of students who struggle to attend regularly.

# Key Investments:

- Place behavioral specialist FTE into our General Fund.
- Place music FTE into our General Fund.
- Assign specific professional development days to the disaggregation on analysis of reading and math performance in the k-5.
- Refine our reading and math curriculum use for a higher degree of fidelity.

# Our Plan - Tiered Approach

Funding for a behavioral specialist

Additional nursing hours

Additional EA support hours

# Longitudinal Performance Growth Targets (LPGTs)

**ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:**

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
  - Third-grade reading proficiency rates measured by ELA
  - Ninth-grade on-track rates
  - Regular attendance rates
  - ~~■ Four year or on time graduation rates~~
  - ~~■ Five year completion rates~~

# Questions & Comments

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