



10850 East Woodmen Road • Falcon, CO 80831
Tel: 719-495-1100 • Fax: 719-495-8900

Mission Statement

To prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

AGENDA

REGULAR BOARD OF EDUCATION MEETING

December 12, 2013

6:30 p.m.

Education Services Center – Board Room

1.00 Call to Order and Roll Call

2.00 Welcome and Pledge of Allegiance

3.00 Approval of Agenda

4.00 Consent Agenda

- 4.01 Approval of Matters Relating to Licensed Personnel
- 4.02 Approval of Matters Relating to Educational Support Personnel
- 4.03 Approval of Matters Relating to Schedule B Personnel
- 4.04 Approval of Minutes of Regular Board of Education Meeting 11/14/2013 and Special Meeting 11/20/2013

5.00 Board Update

- 5.01 Chief Officer Update

6.00 Open Forum

7.00 Action Items

- 7.01 Approval of Resolution for Application Cycle Waiver
- 7.02 Approval of Sand Creek High School 2014 Calendar Change
- 7.03 Approval of District Calendars for 2014-2015 and 2015-2016
- 7.04 Approval of 2014 Mill Levy Rate
- 7.05 Approval of HVAC Staff Position Salary Modification
- 7.06 Approval of Policy and Procedure Review and Responsibility
- 7.07 Items Removed from Consent Agenda

8:00 Information Items

- 8.01 District & School Unified Improvement Plans
- 8.02 Amended Budget Update
- 8.03 Student Study Trips
- 8.04 Expulsion/Suspension Information

9.00 Discussion Items

- 9.01 Review of Policy Revisions Related to SB 10-191 & Teacher Evaluation

10.00 Other Business

- 10.01 Executive Session: Pursuant to CRS 24-6-402(4)(f)(I) for discussion of performance of specific staff members with prior written notification
- 10.02 Approval of Matters Relating to Administrative Personnel

11.00 Adjournment

DATE OF POSTING: December 6, 2013

Donna Teubner
Executive Assistant to Board of Education
and Personnel Director



BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Licensed Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To gain Board of Education approval for personnel changes

RATIONALE: The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are including in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes X No ____
Education approved salary tables

AMOUNT BUDGETED: In accordance with Board of

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY:

Peter Hilts, Chief Education Officer
Brett Ridgway, Chief Business Officer
Paul Andersen, Personnel Director

DATE: November 26, 2013



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Lisa Hines, Educational Support Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Educational Support Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To gain Board of Education approval for personnel changes

RATIONALE: The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes X No ___ **AMOUNT BUDGETED:** In accordance with Board of Education approved salary tables

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY:

Peter Hilts, Chief Education Officer
Brett Ridgway, Chief Business Officer
Paul Andersen, Personnel Director

DATE: December 2, 2013



BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Susan Junkins, HR Specialist
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Schedule B Personnel
ACTION/INFORMATION/DISCUSSION:	Consent-Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To gain Board of Education approval for personnel changes.

RATIONALE: The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing these actions items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes X No ____ **AMOUNT BUDGETED:** In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached personnel changes as recommended by the administration.

APPROVED BY:

Peter Hilts, Chief Education Officer
Brett Ridgway, Chief Business Officer
Paul Andersen, Personnel Director

DATE: December 3, 2013



BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Donna Teubner
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 11/14/2013 and Special Meeting 11/20/2013
ACTION/INFORMATION/DISCUSSION:	Consent Agenda

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Board approval required prior to posting minutes.

RATIONALE: Board of Education shall review minutes of meetings to ensure accuracy.

RELEVANT DATA AND EXPECTED OUTCOMES: Minutes of the two meetings will be posted on the district website after approval.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement	<u>X</u>	Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes No X

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: December 3, 2013



BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Kim McClelland
TITLE OF AGENDA ITEM:	Proposed Waiver Request for Charter School Application Timeline
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The State Board of Education has received and approved a number of request for waiver from the traditional charter school application timeline from local school districts that request the waiver due to time constraints inherent in the fall of each year and the difficulties presented by the election cycle every other fall. Moreover, a spring charter school application cycle allows the charter school a longer period of time to prepare before opening its doors and provides for seated DAAC subcommittee members that weren't otherwise available before the first DAAC meeting of the school year. Statute requires a district to post notice of the requested waiver in the district, in the newspaper and through the Board of Education's public meeting notice. These notices have been posted and this meeting's discussion is one step in the process for the board's consideration of a Board Resolution at the December meeting.

RATIONALE: State statute (C.R.S. 22-2-117) and Board of Education rule allow local Boards of Education to apply for a waiver from statute and rule that it deems necessary to enhance educational opportunity and quality within the district. Having a charter school application deadline between August 1 and October 1, with a deadline for decision within 90 days, limits the amount of time a charter school applicant has to prepare to open a brand new charter school.

RELEVANT DATA AND EXPECTED OUTCOMES: It is anticipated that charter school applicants will have more time to prepare to open their new charter school, if approved by the Board of Education and that reviewers will have more time to fully evaluate each application since the cycle would not coincide with the beginning of a new school year. The district has aligned to the National Association of Charter School Authorizer's Principles and Standards, with fidelity, and this includes providing an application cycle that ensures a greater chance of immediate academic success in a new charter school.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	<u>X</u>
Parent/Community Engagement	<u>X</u>	Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ___ No X

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached resolution regarding proposed waiver request for charter school application timeline.

APPROVED BY: Peter Hilts, CEO

DATE: December 3, 2013

RESOLUTION OF THE BOARD OF EDUCATION

OF

FALCON SCHOOL DISTRICT 49

WHEREAS, Falcon School District 49 (the "District") is requesting a waiver from C.R.S. § 22-30.5107(1), which requires the District to accept charter school applications between August 1st and October 1st (hereinafter, referred to as "Fall Application Cycle"); and

WHEREAS, the attached waiver application substantially complies with the requirements of C.R.S. § 22-2-117, and requests that the District be permitted to require charter applicants to submit letters of intent by March 15th of each school year and applications by April 30th of each school year in order to be eligible for consideration to open a charter school in the fall of the following calendar year (hereinafter, referred to as "Spring Application Cycle"); and

WHEREAS, the granting of this waiver is necessary to enhance educational opportunity and quality within the District because the application submission timeline required in the statute does not provide charter schools with sufficient time to most effectively open a quality school the following academic year; and

WHEREAS, the District is a quality pro-charter authorizer that has adopted the National Association of Charter School Authorizers' (NACSA) Principles and Standards for Quality Authorizing, has five high quality charter schools currently in its portfolio, holds charter schools accountable through a transparent and rigorous process that uses academic, financial, operational, and governance performance data, and solicits new charter school applications through a Request for Proposals application process; and

WHEREAS, the granting of this waiver is necessary to reduce costs to the District, thereby increasing educational opportunities within the District; and

WHEREAS, allowing a waiver of the Fall Application Cycle enables the District to focus its resources on assessing new charter applications in the spring and assessing charter school renewal applications in the fall, thereby most effectively and efficiently supporting schools; and

WHEREAS, the District shall comply with the intent of C.R.S. § 22-30.5-107(1) by providing this notice of the Spring Application Cycle to all potential applicants and shall be held accountable to the Colorado Board of Education by providing notice of its Spring Application Cycle and deadlines; and

WHEREAS, the District has substantially complied with all notice requirements of C.R.S. § 22-2-107 (2) by posting notice in the Colorado Springs Gazette for four weeks and three public places

in the District setting forth a description of the waiver request and the time and location of the meeting and public hearing; and

WHEREAS, new applicants are aware of the proposed timelines because the District has publicized the waiver request and has given notice to the Colorado League of Charter Schools.

NOW, THEREFORE, BE IT RESOLVED THAT the applicant for waiver of C.R.S. § 22-30.5-107 (1) is hereby approved for submission to the Colorado Board of Education in accordance with C.R.S. § 22-2-117.

ADOPTED AND APPROVED this December 12th, 2013.

President
Falcon School District 49

ATTEST:

Secretary
Falcon School District 49



BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Ron Hamilton
TITLE OF AGENDA ITEM:	Sand Creek High School 2014 Calendar Change
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Sand Creek High School has developed a cycle of professional development based on our school's MYP philosophical and instructional needs, which form a strong part of our current instructional frameworks. We have contracted with local MYP trainers to deliver this professional development and need a mid-year development day to continue the cycle of professional learning.

RATIONALE: As part of a program of development involving external IB MYP trainers, working in conjunction with the school's IB MYP coordinator and instructional leaders, the need for a mid-year professional development day is integral. This is the opportunity for trainers and leaders to work with the faculty as they reflect on development that occurred, with influence from the beginning of this training cycle, in August and September and to set development goals, particularly in the area of aligned assessment, for the second semester. We also believe that the in-service day on January 6th should be maintained as a teacher workday at the beginning of second semester.

RELEVANT DATA AND EXPECTED OUTCOMES: Studies indicate that job-embedded training and development, as opposed to external training opportunities, have stronger outcomes for both faculty and students. We expect that this mid-year professional development will support the school's aligned curriculum map, creation of common assessments that meet our curricular objectives as indicated in the 2013-2014 Unified Improvement Plan, MYP Action Plan, and instructional frameworks, and improvements to the school's collegial culture.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	<u>X</u>
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ___ No **X**

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Motion to approve Friday, February 7th, 2014 to be transitioned in the Sand Creek High School calendar from an instructional day to a professional development day.

APPROVED BY: Peter Hilts, CEO

DATE: December 2, 2013



BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Amber Whetstine
TITLE OF AGENDA ITEM:	District Calendars 2014-2015 and 2015-2016
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To ensure consistency for families and staff, the proposed calendars have minimal changes from the current 2013-2014 school year. Slight adjustments have been made to provide for additional consistency across zones. Zone leaders provided input based on previous community and staff recommendations. During the 2014-2015 school year, all schools will begin participation in PARRC and new state assessments as part of the new Colorado Measures of Academic Success program. Although we can anticipate approximate testing windows at this time, revisions to the proposed calendars may be necessary due to unforeseen changes in future assessment windows at the state and national levels.

RATIONALE: It is necessary to have district calendars in place to provide families and staff with the ability to plan accordingly.

RELEVANT DATA AND EXPECTED OUTCOMES: See proposed calendars attached.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	<u>X</u>
Parent/Community Engagement	<u>X</u>	Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ___ No X

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the district calendars for 2014-2015 and 2015-2016 as recommended by the administration.

APPROVED BY: Peter Hilts, CEO

DATE: November 26, 2013

2014-2015 District School Year Calendar

July

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

August

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4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September

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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October

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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November

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10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December

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15	16	17	18	19
22	23	24	25	26
29	30	31		

January

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12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February

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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March

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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April

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20	21	22	23	24
27	28	29	30	

May

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11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June

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15	16	17	18	19
22	23	24	25	26
29	30			

	Orientation/Testing Day
	All Students in School
	K-12 Professional Development/Workday
	Please Refer to Specific Date
	Breaks/Vacations
	District Closed
	Veteran's Day Observed
	End of Quarter

2014-2015 District School Year Calendar

July

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7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
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August

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September

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22	23	24	25	26
29	30			

October

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27	28	29	30	31

November

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December

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15	16	17	18	19
22	23	24	25	26
29	30	31		

January

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February

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23	24	25	26	27

March

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April

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May

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June

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22	23	24	25	26
29	30			

	Orientation/Testing Day
	All Students in School
	K-12 Professional Development/Workday
	Please Refer to Specific Date
	Breaks/Vacations
	District Closed
	Veteran's Day Observed
	End of Quarter

2014-2015 Proposed Calendar

July

4 District Closed Independence Day
23-25 New Teacher Orientation
28-30 No Students Teacher Professional Development
31 Grades 6 and 9 Only (Orientation)
31 No Students (Elementary) Testing Day

August

1 First Day for All Students
29 No Students Teacher Professional Development

September

1 District Closed Labor Day
26 No Students Teacher Professional Development

October

3 End of Quarter 1
6-10 Parent Teacher Conferences
10 No Students (Elementary and Middle) Parent Teacher Conferences
13-24 No Students Fall Break

November

11 Veterans Day (Observed in Schools)
26-28 District Closed Thanksgiving Holiday

December

18 3 Hour Early Release (High School)
19 End of Quarter 2
19 3 Hour Early Release (All Students) Teacher Workday
22-23 No Students Christmas Break
24-31 District Closed Christmas Holiday

January

1 District Closed New Year's Day
2 No Students Christmas Holiday
5 No Students Teacher Workday
16 No Students Teacher Professional Development
19 District Closed Martin Luther King Jr. Holiday

February

9-13 Parent Teacher Conferences
13 No Students (Elementary and Middle) Parent Teacher Conferences
16 District Closed President's Day

March

13 End of Quarter 3
23-31 No Students Spring Break

April

1-3 No Students Spring Break

May

21 3 Hour Early Release (High School) Teacher Workday

22 End of Quarter 4

22 3 Hour Early Release (All Students) Teacher Workday

25 District Closed Memorial Day Holiday

26 Teacher Workday

2015-2016 District School Year Calendar

July

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13	14	15	16	17
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August

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September

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October

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November

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December

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January

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February

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March

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April

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May

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June

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Orientation/Testing Day
All Students in School
K-12 Professional Development/Workday
Please Refer to Specific Date
Breaks/Vacations
District Closed
Veteran's Day Observed
End of Quarter

2015-2016 District School Year Calendar

July

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August

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September

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October

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November

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December

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January

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February

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March

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April

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May

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June

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	Orientation/Testing Day
	All Students in School
	K-12 Professional Development/Workday
	Please Refer to Specific Date
	Breaks/Vacations
	District Closed
	Veteran's Day Observed
	End of Quarter

2015-2016 Proposed Calendar

July

3 District Closed Independence Day
24,27,28 New Teacher Orientation
29-31 No Students Teacher Professional Development

August

3 Grades 6 and 9 Only (Orientation)
3 No Students (Elementary) Testing Day
4 First Day for All Students
28 No Students Teacher Professional Development

September

7 District Closed Labor Day
25 No Students Teacher Professional Development

October

2 End of Quarter 1
5-9 Parent Teacher Conferences
9 No Students (Elementary and Middle) Parent Teacher Conferences
12-23 No Students Fall Break

November

11 Veterans Day (Observed in Schools)
23-24 No Students Thanksgiving Break
25-27 District Closed Thanksgiving Holiday

December

17 3 Hour Early Release (High School)
18 End of Quarter 2
18 3 Hour Early Release (All Students) Teacher Workday
21-23 No Students Christmas Break
24-31 District Closed Christmas Holiday

January

1 District Closed New Year's Day
4 No Students Teacher Workday
15 No Students Teacher Professional Development
18 District Closed Martin Luther King Jr. Holiday

February

8-12 Parent Teacher Conferences
12 No Students (Elementary and Middle) Parent Teacher Conferences
15 District Closed President's Day

March

11 End of Quarter 3
21-31 No Students Spring Break

April

1 No Students Spring Break

May

26 3 Hour Early Release (High School) Teacher Workday

27 End of Quarter 4

27 3 Hour Early Release (All Students) Teacher Workday

30 District Closed Memorial Day Holiday

31 Teacher Workday



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Certification of Mill Levies for Property Tax Year 2013
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION. DESCRIPTION OF NEED: Each year, the District must certify to the El Paso County Commissioners, the property tax mill levy. The Mill Levy to be assigned is for the tax year 2013, that will be collected in 2014 as part of the District's 2013-14 fiscal year. The Mill Levy can have many components, but for Falcon School District, there are only four components: Total Program (General Fund) Voter-Approved Override (Mill Levy Override related to the District's issuance of Certificates of Participation to construct new facilities according to the November 2005 election), Abatement, and the Bond Redemption Fund.

RATIONALE: The Total Program (General) portion of the Mill Levy is set by the Colorado Department of Education according to the School Finance Act of 1994 and so there is no 'decision' to be made. The Abatement portion of the Mill Levy is directed by another section of statute that requires abatements issued in one tax year to be covered by property owners in the subsequent tax year. The abatements are quantified and communicated by El Paso County so, again, there is no 'decision' to be made. The Mill Levy Override and Bond Redemption Fund portions of the Mill Levy are necessary to fulfill the terms of Voter-approved ballot measures related to building construction in the District. The General, Abatement, and Override portions of the Mill Levy combine to determine the total General Funds' Mill Levy.

RELEVANT DATA AND EXPECTED OUTCOMES: The Total Program Levy should be 24.459 mills, the Abatement Levy should be 0.146 mills, the Override Levy should be 9.800 mills, and the Bond Redemption Levy should be 11.212 mills; all applied to a Gross Assessed Value of property in the district of \$664,712,070.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement	<i>X</i>	Social and Ethical Responsibility	<i>X</i>
Operational Efficiency and System Effectiveness	<i>X</i>		

FUNDING REQUIRED: Yes ____ No *X*

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to certify, to the El Paso County Commissioners, a Mill Levy to property owners within the district totaling 45.585 mills, comprised of a General Funds Levy of 34.373 mills, and a Bond Redemption Fund Mill Levy of 11.212 mills.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 2, 2013

Colorado Department of Education (CDE)
District Certification of Mill Levies for Property Tax Year 2013
(to be collected in 2014)

<u>EL PASO</u>		<u>FALCON</u>
Primary County		School District
CATEGORY	CDE Preliminary Mill Levy as of November 26, 2013	School District Final Mill Levy Certified As of December 15, 2013
1. Total Program	24.459	24.459
2. Categorical Buyout	0.000	0.000
3. Overrides:		
a. Voter-approved	11.283	9.800
b. Hold harmless	0.000	0.000
c. Excess hold harmless	0.000	0.000
4. Abatement	0.146	0.146
5. Total General Fund (sum of lines 1 through 4)	35.888	34.405
6. Bond Redemption Fund		11.212
7. Transportation Fund	0.000	0.000
8. Special Building and Technology Fund	0.000	0.000
9. Full Day Kindergarten Fund	0.000	0.000
10. Other (Loan, Charter School)	0.000	0.000
11. Total (sum of lines 5 through 10)		45.617
<u>Assessed Valuation</u>	As of November 26, 2013	As of December 10, 2013
Gross Assessed Valuation	664,712,070	664,712,070
(less) Tax Increment Financing (TIF)		
Net Assessed Valuation	664,712,070	664,712,070
Abatements/Refunds (Total across all counties)	97,306.06	97,306.06
<u>Information for certification to county treasurer:</u>		
Full funding mill levy	200.872	200.872
Funding received from state	95,385,052.598	95,385,052.598
<u>Brett Ridgway</u>		<u>719.495.1130</u>
Form completed by		Phone Number

COMPLETE AND RETURN TO MARY LYNN CHRISTEL BY DECEMBER 19, 2013:

Public School Finance Unit
Colorado Department of Education
201 E. Colfax Avenue; Room 206
Denver, CO 80203 Fax: (303)866-6663





BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Jack W. Bay
TITLE OF AGENDA ITEM:	Facilities Dash Board Follow-up - HVAC Staff Position Salary Modification
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION. DESCRIPTION OF NEED: After reviewing the first quarter dash board information that has been developed for the Facilities, Operations and Maintenance Department it was determined the current HVAC staff members are significantly under paid for the functions they provide for the school district. This position is currently on schedule 13 of the classified salary matrix. This is a highly skilled position that requires certification and knowledge that is not required for a general maintenance tech I position that is currently compensated on schedule 15 of the classified salary matrix. Apparently, this has been an issue that had been identified in the past but never corrected.

RATIONALE: This highly skilled position is extremely valuable to the District and should be compensation within the range of our peer K-12 school districts in our region and within the market place in general. If the District elected to outsource this task we would be assessed a fee of approximately \$100 to \$120 per hour resulting in significantly higher costs. Also if the salary modification is not made for this key position the District will have a hard time competing for the type of staff member that will stay for the long term. This requested modification has been reviewed and is supported by human resources department.

RELEVANT DATA AND EXPECTED OUTCOMES: One staff member that was designated as an HVAC tech left the District to work for one of our competing districts in Sept 2013 and another recently provided a notice of resignation to work for one of the automated control vendors. The Facilities, Operations and Maintenance leadership has visited with the staff member to request him to reconsider his departure. There are currently two HVAC position on the facilities staff that would be impacted by this modification. The value of the position has been communicated and acknowledged by the entire facilities staff. An analysis of the financial impact is included for review. In summary, the annualized cost for this modification is approximately \$25,000 with fringe costs included. The approximate impact for the 2013-2014 is \$15,000. This additional cost can be offset by other facilities positions that have not been filled after the departure of several staff members.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	x
Parent/Community Engagement		Social and Ethical Responsibility	x
Operational Efficiency and System Effectiveness	x		

FUNDING REQUIRED: Yes **X** No **AMOUNT BUDGETED:** Funds can be offset from FTE positions not filled in the 2013-2014 budget year.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The Board of Education approves the salary modification of the Maintenance Tech II - HVAC position to the recommended classified salary schedule effective December 1, 2013.

APPROVED BY: Jack W. Bay MBA Chief Operations Officer

DATE: December 2, 2013

Facilities Operations and Maintenance

Staffing Review - HVAC

by jack W Bay

11/15/2013

Type	Start	Mid	Max
HVAC Tech or Journeyman			
D11	14.02	18.14	22.26
Douglas	19.02	21.87	30.67
D20	16.5	21.82	30.29
D49	13.89	17.62	22.34
Average	16.51	20.61	27.74
Recommended	17.39	21.62	27.96

Step 21

Financial Impact

HVAC Staff - 1	13.89	16.95	22.34
HVAC Staff - 2	13.89	16.95	22.34

Recommended	21.62
Staff Members effected	2
Pay Differential	4.67
Hours	2080
Annual Pay Difference	\$19,407
Fringes	32.00%
Fringe Costs	\$6,210
Total Financial Impact	\$25,617
2013-2014 Financial impact	\$14,943

Funds can be offset from FTE position that have not been filled to date.



BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Peter Hilts
TITLE OF AGENDA ITEM:	Policy and Procedure Review and Responsibility
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We seek to improve our policy management system by assigning responsibility to ensure policies and procedures are reviewed on a regular basis.

RATIONALE: While policy development and revision is an appropriate governance function, development of the implementing procedures and forms is an administrative function necessary to carry out the intent of the policy.

RELEVANT DATA AND EXPECTED OUTCOMES: Under the current system, over 150 district procedures and forms are characterized as board policy, requiring formal board action for any revision. In addition, many of the actual board policies have not been reviewed for several years. We propose to assign an office (Business, Education, or Operations) to each board policy, and to further assign a custodian for each policy who will recommend (through a chief officer) to the board any recommended revisions or other actions.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	<u>X</u>
Parent/Community Engagement	<u>X</u>	Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ___ No X

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to direct the chief officers to begin recommending governance policies and appropriate board procedures which shall remain under board authority and to begin assigning responsibility for executive procedures to the relevant chief officer. The chief officers shall fulfill this direction through a regular agenda item at board work sessions titled, "Policy and Procedure Review and Responsibility."

APPROVED BY: Peter Hilts, CEO

DATE: December 6, 2013



BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Amber Whetstine
TITLE OF AGENDA ITEM:	District and School Unified Improvement Plans
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: As part of the district and school accreditation process, districts and schools must annually revise Unified Improvement Plans. The district plan has been developed with input from each of the four district innovation zones, education office leaders, and reviewed by the District Accountability Advisory Committee. The district Unified Improvement Plan specifically describes action steps that the district will take to work toward continuous improvement in student achievement and growth. In addition, each of our coordinated and charter schools develop improvement strategies, which specifically address their school's priority needs. Each of the plans will be submitted to the Department of Education in January for public viewing.

RATIONALE: A Unified Improvement Plan allows districts /schools to focus improvement efforts (time, resources, etc.) to impact student achievement in the areas where the most improvement is needed. The development of the Unified Improvement Plan is a requirement by the Colorado Department of Education as part of the accreditation process.

RELEVANT DATA AND EXPECTED OUTCOMES: See attached documents

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	<u>X</u>
Parent/Community Engagement	<u>X</u>	Social and Ethical Responsibility	<u>X</u>
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ___ No X

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to action item for the January regular Board meeting.

APPROVED BY: Peter Hilts, CEO

DATE: November 26, 2013

Colorado's Unified Improvement Plan for Districts for 2013-14

 Organization Code: **1110** District Name: **FALCON 49**

 AU Code: **21090** AU Name: **EL PASO 49 FALCON**

 DPF Year: **1 Year**

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the district/consortium's data in **blue** text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official District Performance Framework (DPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Student Performance Measures for State and Federal Accountability									
Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 District Results			Meets Expectations?	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data		Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		R	71.51%	70.50%	71.53%	77.43%	74.54%	72.78%	
		M	70.51%	50.00%	32.16%	76.45%	57.05%	35.44%	
		W	54.72%	56.36%	48.61%	59.79%	63.83%	53.09%	
		S	48.00%	45.60%	48.93%	54.84%	55.4%	48.71%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	27	24	12	47	48	48	
		M	43	62	83	46	43	41	
		W	39	38	42	52	49	43	
		ELP	-	-	-	34	41	73	

 Organization Code: **1110** District Name: **FALCON 49**

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 District Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your District Performance Framework for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your District Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 90.9% using a 6 year grad rate	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Meets
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your District Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Meets	
	Dropout Rate Expectation: At or below state average overall.	3.6%	0.7%	Exceeds	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	20	19.6	Approaching	

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: TBD – Pending approval from USDE	TBD – Pending approval from USDE	TBD		TBD
	AMAO 2 Description: TBD – Pending approval from USDE	TBD – Pending approval from USDE	TBD		TBD
	AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs.	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) 95% Participation Rate for ELLs.	R	TBD	TBD
			W	TBD	
			M	TBD	
			Grad	TBD	
			Participation	TBD	

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2013	The district has the option to submit the updated 2013-14 plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The district has the option to submit the updated 2013-14 plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Plan Type for State Accreditation	Plan type is assigned based on the district's overall District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Accredited	Based on District Performance Framework results, the district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org. Note that other programs may require a review at the same time.
School(s) on Accountability Clock	At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock.	Number of Schools on Clock: 0	Districts are encouraged to include information on how schools on the accountability clock are receiving additional intensive support aimed at dramatically increasing results for students. This will be a required element in 2014-15. <i>Note: the number displayed does not include any AEC schools within the district with Pending AEC School Performance Frameworks or any schools with Insufficient State Data.</i>
Student Graduation and Completion Plan (Designated Graduation District)	In one or more of the four prior school years, the district (1) had an overall Postsecondary and Workforce Readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year.	No, district does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
Gifted Education	All districts are expected to provide services to Gifted students. Some districts belong to a multi-district AU (including BOCES) that may develop plans together or separately.	Single-district AU operating the Gifted Program.	The district must complete the required Gifted Education addendum, budget, and signature pages. Note that specialized requirements for Gifted Education Programs are included for all LEAs in the District Quality Criteria document. The state expectations for Gifted Education Programs are posted on the CDE website at: http://www.cde.state.co.us/gt/director .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title I requirements in the UIP.	The district does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title IIA requirements in the UIP.	The district does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	TBD	TBD
District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)	District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award.	No, district does not have any schools identified as a Title I Focus School or have a current TIG award.	The district does not need to meet additional requirements.

Section II: Improvement Plan Information

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	No
CADI	Has (or will) the district participated in a CADI review? If so, when?	No
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Yes – Global Scholar Needs Analysis- Instruction, Professional Learning Communities and Assessment - October 2012 Global Scholar Needs Analysis – Teacher Induction Program Evaluation – In Progress

Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

☒ State Accreditation
 ☐ Student Graduation and Completion Plan (Designated Graduation District)
 ☒ Title IA
 ☒ Title IIA
☒ Title III
☒ Gifted Education
☐ Other: _____

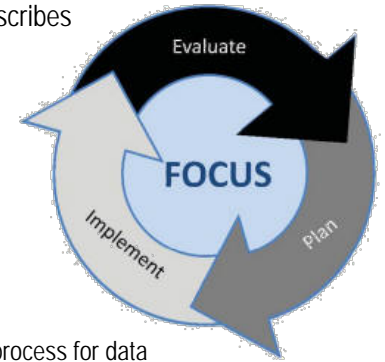
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for:
 ☐ District Only
☐ District and School Level Plans (combined plan).
 If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

District/Consortium Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Amber Whetstine, Executive Director of Learning Services
	Email	awhetstine@d49.org
	Phone	(719) 494-8951
	Mailing Address	10850 East Woodmen Road, Colorado Springs, CO 80831

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your district. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the district/consortium did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in the Unified Improvement Planning Handbook.



Data Narrative for District/Consortium

Directions: In the narrative, describe the process and results of the data analysis for the district/consortium, including (1) a description of the district and the process for data analysis; (2) a review of current performance; (3) trend analysis; (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for District/Consortium

Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).	Review Current Performance: Review the DPF and local data. Document any areas where the district(s) did not at least meet state/ federal expectations. Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
Narrative Falcon School District is located in the North Eastern region of El Paso County encompassing portions of Colorado Springs, Falcon and Peyton Colorado. Our district schools include 17 coordinated schools and 5 charter schools, which serve about 19,000 students. Falcon School District is proud to offer a portfolio of exceptional schools and programs which include the International Baccalaureate Program, STEM, Core Knowledge and virtual education experiences just to name a few. As a district, we continue to work toward leading the way in offering innovative educational programs. In spring 2013, the Board of Education voted to approve a strategic plan which provides a vision for our District to: 1) Re-establish District 49 as a trustworthy recipient of taxpayer investment 2) Research, design and implement programs for intentional community participation 3) Establish District 49 as the best District in Colorado to Learn, Work and Lead 4) Grow a robust portfolio of distinct and exceptional schools 5) Customize our educational systems to launch each student toward success				

Organization Code: 1110 District Name: **FALCON 49**

Process and Stakeholder Involvement

The District Improvement Committee of Falcon School District 49 consists of members representing various schools, departments and stakeholders. Prior to the formation of the committee, the Executive Director of Learning Services presented to the DAAC on the accreditation process, and the District Performance Frameworks. Student achievement data for specific student populations will also be shared with the Special Education Advisory Committee (SEAC), English Language Development Parent Advisory Committee and Gifted and Talented Task Force. Members of the District Improvement Committee include: the Chief Education Officer, Executive Director of Learning Services, Assistant Superintendents / Zone Leaders, Coordinator of Curriculum, Instruction and Assessment, Curriculum, Instruction and Assessment Administrators, Data Analyst, Director of Special Education, Assistant Director of Special Education, and Coordinator of English Language Development, representing all district schools and charter schools. A sub-committee of representatives from the DAAC reviewed the plan and provided feedback. Upon completion of the District UIP, the Executive Director of Learning Services will present the UIP to the DAAC prior to submission to the Board of Education and Colorado Department of Education for approval.

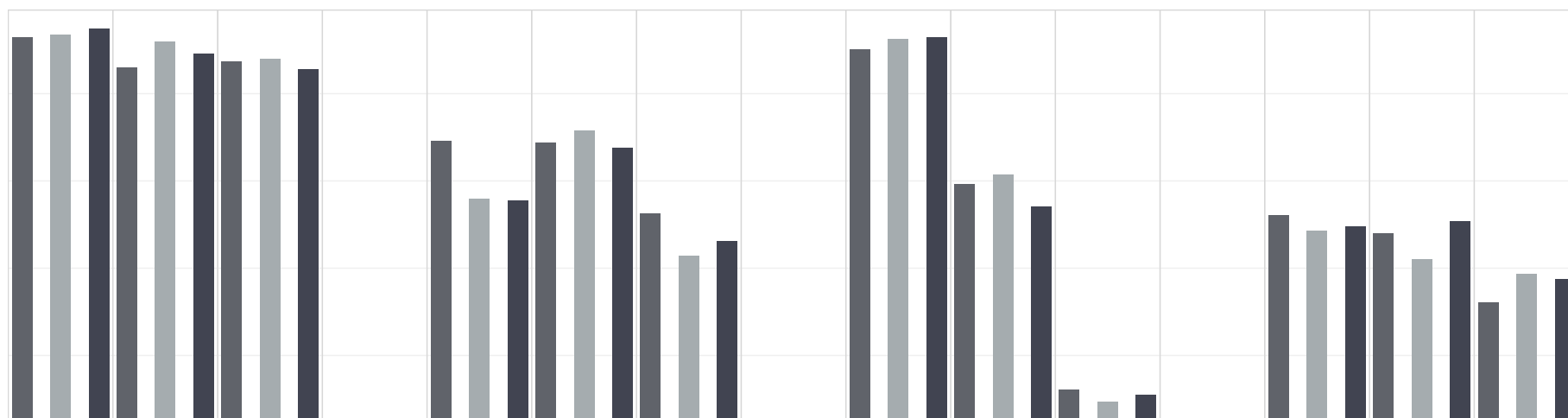
Data Analysis and Team Review of Prior Year's Performance Targets

The District Improvement Committee analyzed three years of data from numerous sources including TCAP, SCANTRON Performance Series, ACT, the District Performance Framework, Graduation and Drop Out Rates, and Highly Qualified data to determine trends and priority challenges within the district. These data were analyzed over several face-to-face meetings by members of the District Improvement Committee and were presented to and analyzed by the DAAC and Board of Education. The Prior year's targets were reviewed to determine whether or not each target was met, and how close we were to meeting each target. Trend statements were developed and priority challenges were prioritized based on declining trends, the District Performance Framework, and areas still approaching and not meeting state and federal performance expectations.

Academic Achievement

A review of our District Performance Framework, TCAP, SCANTRON Performance Series and ACT data reveal that while our district generally exceeds the state average in the percentage of students scoring proficient / advanced, our academic achievement scores have remained relatively flat over the past ten years.

2011



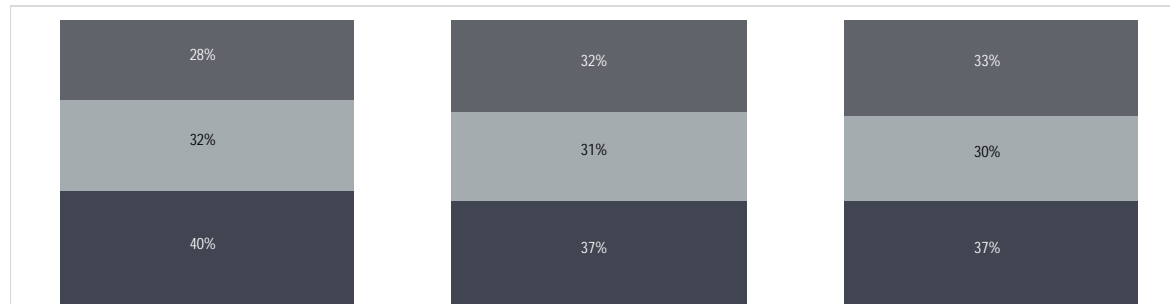
Organization Code: 1110 District Name: FALCON 49

Academic Growth

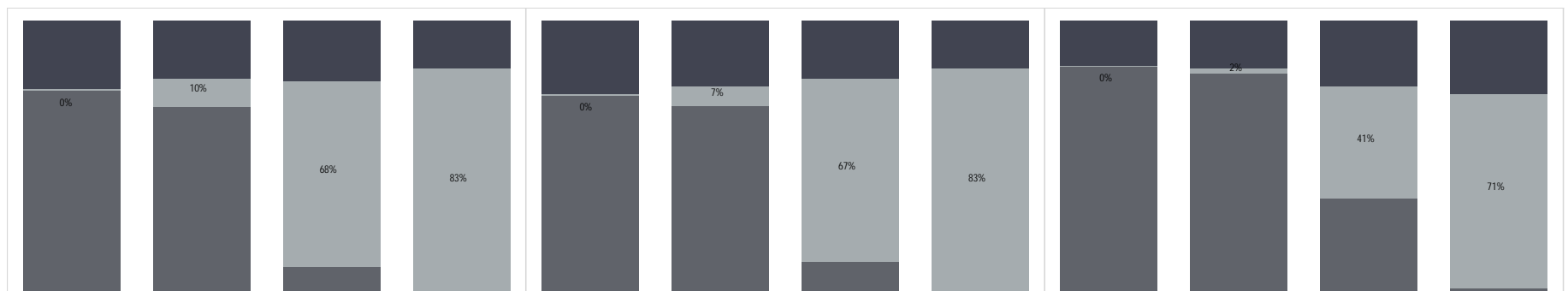
As a district, we meet overall expectations for student growth as indicated on our 1 and 3 year District Performance Framework reports. However, academic growth gaps do exist in math for students at the middle and high school levels, in writing for students at the high school level and for ELL growth on the ACCESS assessment at both the elementary and middle school levels. In addition, far more students are making low or typical growth as opposed to high growth. As a district, our performance on the SCANTRON Performance Series assessments also indicate a need for increased student growth.

The following graphs illustrate the percentage of students with low, typical and high growth, and the adequate growth made by students in each proficiency-level range.

High Growth



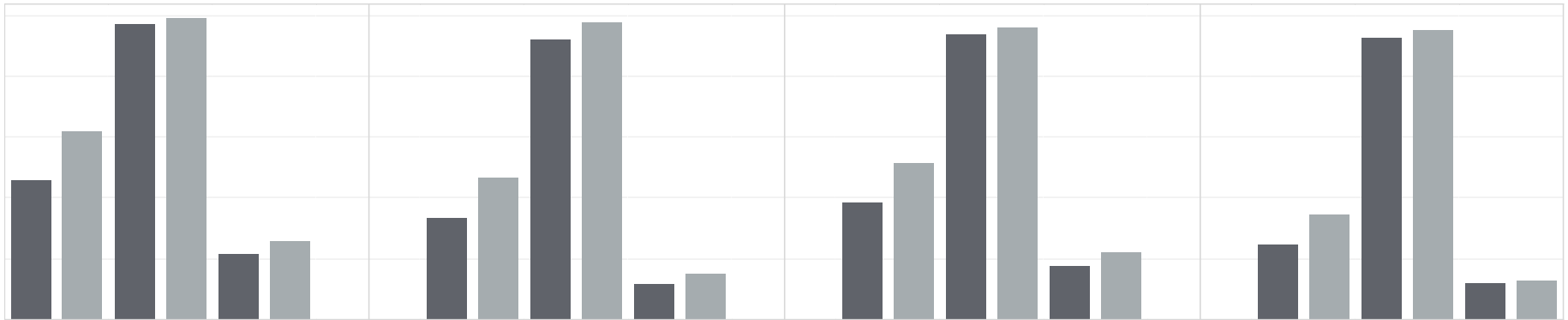
Typical Growth



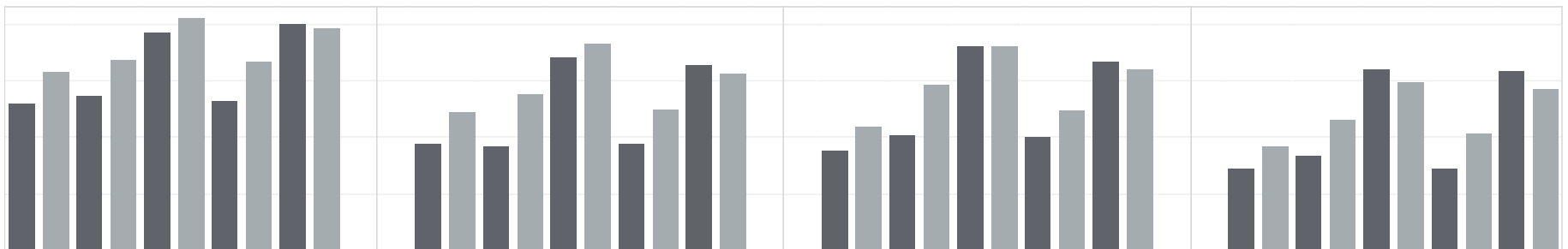
Academic Growth Gaps

Academic Growth Gaps present the greatest performance challenge for our district. As our students progress through the school system, growth gaps widen. Our greatest gaps exist with our students on IEPs across all grade levels and content areas. These students either "Do Not Meet" or are "Approaching" state performance expectations in all grade levels and content areas. The same is true across grade levels and content areas for students performing below proficient. In addition, economically disadvantaged students either "Do Not Meet" or are "approaching in math in all grade levels. The following graphs present subgroup performance in District 49 compared with the state percentage of students in similar subgroups scoring proficient or advanced.

State of Colorado



State of Colorado



Post-Secondary Workforce Readiness

Our 6-year graduation rate at 90.9% exceeds the state expectation of 80% and our dropout rate at 0.7% decreased this year, exceeding state expectations for accreditation. Although the performance of our high school juniors on the Colorado ACT improved from 19.1 in 2012 to 19.6 in 2013 (composite score), we are still below the state expectation of 20.0.

ACT Composite Scores					
	District	Falcon HS	Patriot Learning Center	Sand Creek HS	Vista Ridge HS
2008	19.21	19.1	N/A	19.3	N/A
2009	18.8	19.5	15.3	18.6	N/A
2010	19.6	20.4	15.7	19.0	19.8
2011	19.1	20.0	15.0	18.7	19.2
2012	19.1	19.9	15.8	18.6	19.2
2013	19.6	20.1	16.7	20.0	19.1

Teacher Qualifications

Our district has made improvement over the past 5 years and continues to work toward maintaining a status of 100% highly qualified teachers in core-academic areas. Our most recent data indicates that of the 647 total teachers, 100% are high qualified.

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
97.95%	98.7%	98.49%	99.52%	100%

As a District, we are exploring ways to improve hiring processes and teacher quality by partnering with local universities and evaluating current induction programs. We continue to work with our Human Resources Department to inform principals of highly qualified expectations and requirements for the equitable distribution of teachers. We are asking all licensed staff to apply for licensure renewal six months in advance. Additionally, our district met expectations for equitable distribution of teachers in 2012-2013.

Attainment of AMAOs

District 49 ELLs did not meet the target for AMAO #1 - Progress in Attaining English (ACCESS for ELLs), but did attain targets for AMAO #2 (English Attainment ACCESS/ELL Proficiency) and AMAO #3 (Academic Growth (TCAP) and Graduation Rate for ELLs). The District Improvement Committee attributes the failure to meet AMAO #1, specifically at the elementary level to not adequately preparing for the new language assessment (ACCESS) and the level of rigor which it requires. However, ELLs at the High School level did meet the requirements of AMAO #1 with a Median Growth Percentile of 73. Teachers were provided SIOP and engagement training at the secondary level. The need for more direct ELD strategies is evident at all levels.

Gifted and Talented

The 2012-2016 District 49 Gifted Education Program Plan, identified goals to measure gifted growth which include decreasing the percentage of gifted students falling in the low growth category by 5 percentage points by 2016 and increasing the percentage of students scoring proficient/advanced to meet or exceed the state average. The percentage of district GT students scoring low growth in reading and writing remained the same over a two-year period but decreased in mathematics four percentage points from 2012 – 2013. District 49 is above the state average in GT students scoring proficient and advanced on reading, writing and math; however, when isolating the percentage of students scoring advanced in reading, writing and math, the district is below the

state average. District 49 GT students are below the state GT median growth percentile in reading, writing and math. Based on a Chi square analysis, gifted students are underrepresented within our Hispanic and Free/Reduced populations. A GT task force will assemble this year to make recommendations regarding GT staffing, improving identification procedures, strengthening GT programming options, and enhancing GT student growth. It should be noted in a review of GT data, it was discovered 136 students were either incorrectly coded in their GT strength area or not identified as a GT student at the state level. Therefore, current GT data may not be an accurate representation of GT growth and achievement. A thorough review has been conducted of our identification practices and student GT coding has been corrected.

Priority Performance Challenges and Process

Because our greatest area of need for improvement as indicated by our TCAP data analysis process, District Performance Framework and SCANTRON Performance Series data was in the area of student academic growth gaps, our District Improvement Committee prioritized these areas as the areas for focused improvement.

Reading Growth Gaps

Students with disabilities and students needing to catch up are experiencing growth gaps at all levels. Economically disadvantaged students are experiencing growth gaps at the elementary level.

Math Growth Gaps

All student subgroups are experiencing growth gaps with the exception of minority students and ELLs at the elementary level.

Writing Growth Gaps

At the high school level, all student subgroups are experiencing growth gaps. At the elementary and middle school levels, students with disabilities and students needing to catch up are experiencing growth gaps as well as economically disadvantaged and ELLs at the middle school level.

Root Cause Identification and Verification

After careful analysis by the District Improvement Committee of a variety of data sources (TCAP, ACT, DPF, ACCESS Growth, Graduation and Drop-out Rates, Highly-Qualified Data and local data sources (DIBELS, SCANTRON Performance Series) we identified and verified the following root causes:

- Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
- Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.
- Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.
- Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium's reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	N/A	N/A	<p>Elementary</p> <p>Last year's UIP included action steps related to the intentional scheduling of interventions in addition to general classroom instruction. Many schools consistently implemented reading intervention blocks, which did not exclude children from core reading instruction, essentially providing a "double-dose" of instruction.</p> <p>Teachers received training on implementing more inclusive teaching practices for students with special needs.</p> <p>ELD teachers focused on the implementation of the new CELP standards. Training for ELD teachers incorporated strategies for teaching academic vocabulary, specifically in math in the ELD classroom.</p> <p>Strong training in literacy instruction in teacher preparation programs may also be attributed to success.</p> <p>In math, elementary schools moved away from depending on a single resource and began aligning instruction with Common Core expectations. Core curricular resources were supplemented with Common Core units. Math interventions were also more intentional. Professional development in math at the elementary level was effective and teachers were incorporating strategies from recent professional development in differentiated math instruction.</p> <p>It should be noted that additional intervention time</p>
	N/A	N/A	
Academic Growth	N/A	N/A	
	N/A	N/A	
Academic Growth Gaps	Subgroups will improve the MGP by 5 percentage points or to 55 if Adequate Growth was met and 50 is Adequate Growth was not met until a rating of meets is achieved.	<p>Elementary Data 2012-2013</p> <p>Reading</p> <p>Students with Disabilities increased the MGP 5 percentage points from 35 (Does Not Meet) to 41 (Approaching).</p> <p>ELLs increased the MGP 5 percentage points from 50 (Meets) to 56 (Meets).</p> <p>Students Needing to Catch Up increased the MGP from 47 to 54.</p> <p>Math</p> <p>Minority students increased from a rating of Approaching to Meets.</p> <p>English Language Learners also increased from a rating of Approaching to Meets.</p> <p>Writing</p> <p>Academic growth gaps indicator increased overall in writing from a rating of Approaching to Meets.</p> <p>Economically disadvantaged students increased from a rating of Approaching to Meets.</p> <p>Minority Students increased MGP from 46 (Meets) to 51 (Meets).</p>	

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
		<p>Students with Disabilities increased MGP from 40 to 46.</p> <p>ELLs increased MGP from 54 (Meets) to 59 (Meets).</p> <p>Students needing to catch up increased MGP from 46 to 53.</p> <p><u>Middle School Data 2012-2013</u></p> <p>Reading</p> <p>Academic growth gaps indicator decreased overall in reading from Meets to Approaching.</p> <p>Economically disadvantaged students, minority students and ELLs meet growth expectations in reading. However, MGP decreased for every subgroup in reading at the middle school level.</p> <p>Math</p> <p>MGP decreased for every subgroup in math at the middle school level.</p> <p>All subgroups are rated Approaching or Do Not Meet state growth expectations.</p> <p>Writing</p> <p>Minority students meet state expectations for growth. However, all subgroups decreased the MGP in writing.</p> <p><u>High School Data 2012-2013</u></p> <p>Reading</p> <p>High school students meet academic growth gap expectations overall for reading.</p> <p>ELLs increased the MGP from 50 (Approaching) to 55 (Meets).</p> <p>Students with disabilities increased from (Does Not Meet) to (Approaching).</p> <p>Math</p>	<p>and resources are needed at the elementary level to close achievement gaps in math. It is also recognized that elementary teachers may lack the depth of content knowledge needed in the area of mathematics to help students fully understand and apply concepts.</p> <p>Elementary schools focused on implementing consistent frameworks and expectations for writing instruction. Differentiated, small group instruction in writing was consistent.</p> <p><u>Middle School</u></p> <p>In middle school, RTI processes focus on remediation versus acceleration. Intervention schedules are in place, however no clear expectations for instructional validity exist.</p> <p>In some cases, changes to curricular resources were made without proper and sufficient training for staff.</p> <p>A lack of alignment is recognized from elementary to middle school as students transition.</p> <p>Middle school expectations with transition to the new Colorado Academic and Common Core Standards has been slower specifically in the math.</p> <p>For teachers not trained in delivering writing instruction, writing can be an intimidating skill to teach. Writing is less embedded and expected across curricular content areas as students progress into middle school.</p> <p>Additional professional development in writing instruction is needed for middle school teachers.</p> <p>At the middle school level, there is a lack of instructional decision-making. Strong systems (intervention resources, interim measures) to intervene are not present when students are not</p>

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
		<p>Minority students decreased MGP from 43 (Approaching) to 39 (Does not Meet). ELLs continue to be (Does Not Meet). No subgroups meet state growth expectations for math at the High School Level.</p> <p>Writing</p> <p>Students with disabilities increased MGP from 38 (Does Not Meet) to 50 (Approaching).</p> <p>No subgroups are meeting state expectations for growth in writing.</p>	<p>making adequate growth.</p> <p>Implementation and training related to incorporating the new CELP standards for ELLs contributed to growth in reading.</p> <p>At all levels, math is often taught in isolation without interdisciplinary relevance for students.</p> <p>High School</p> <p>Additional time was added for English / language arts instruction at the high school level.</p> <p>English Language Development teachers provided highly effective direct instruction in academic vocabulary to ELLs.</p> <p>Efforts to increase growth for students with special needs included training for teachers in inclusive instructional practices and differentiation.</p> <p>At the high school level, students tend to have more successful experiences with literacy, and using literacy skills across content areas. Mathematics concepts are most often taught in isolation. Beginning at the secondary level, teachers are much more focused on the content of math rather than expert in instructional strategies and differentiation. Student interest in and understanding of math significantly decreases at the secondary level with approximately 70% of students performing at a proficient level in elementary school, 50% at middle school and 30% at the high school level.</p>
Postsecondary & Workforce Readiness	N/A	N/A	
	N/A	N/A	
Student Graduation and Completion Plan (For Designated Graduation Districts)	N/A	N/A	
	N/A	N/A	
English Language Development and Attainment (AMAOs)	Attainment of AMAO 3 in math	Goal Met	

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about district-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, districts/consortia are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges		Root Causes
Academic Achievement (Status)	Our district continues to meet all state requirements for academic achievement in reading, writing, math and science at all levels (elementary, middle and high) with the exception of 10 th grade science. Over the past three years achievement scores on the state assessment have remained relatively consistent with slight increases and decreases at various grade levels and content areas. We continue to generally perform above state averages in all content areas.	N/A	N/A	
Academic Growth	Our district received an overall rating of "Meets" state expectations on the student growth indicator. We excel in providing students at the high school level with the skills necessary to learn the English Language and received an "Exceeds" rating for ACCESS Growth in 2013.	N/A	N/A	

<p>Academic Growth Gaps</p>	<p>Our district continues to be "Approaching" in the Academic Growth Gap Indicator.</p> <p>Our 3-year District performance framework continues to indicate growth gaps at all levels (elementary, middle and high) in reading, writing and math. Students with disabilities have the largest gaps over three year's time and do not meet state growth expectations in any grade level or content area.</p> <p>Growth gaps are beginning to close at the elementary level in reading for minority students and ELLs. We also are meeting state growth expectations at the elementary level in writing for economically disadvantaged students, minority students and ELLs.</p> <p>At the middle school level, 3 years of growth data indicate we are meeting growth expectations in reading for economically disadvantaged students, minority students and ELLs as well as for minority students in writing. All other subgroups are "Approaching" growth for all content areas.</p> <p>At the high school level, economically disadvantaged students and minority students meet growth expectations in reading, however all other groups are "Approaching" over three-year's time in all content areas.</p>	<p><u>Reading Growth Gaps</u></p> <p>Students with disabilities and students needing to catch up are experiencing growth gaps at all levels. Economically disadvantaged students are experiencing growth gaps at the elementary level.</p> <p><u>Math Growth Gaps</u></p> <p>All student subgroups are experiencing growth gaps with the exception of minority students and ELLs at the elementary level.</p> <p><u>Writing Growth Gaps</u></p> <p>At the high school level, all student subgroups are experiencing growth gaps. At the elementary and middle school levels, students with disabilities and students needing to catch up are experiencing growth gaps as well as economically disadvantaged students and ELLs at the middle school level.</p>	<p>Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.</p> <p>Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.</p> <p>Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.</p> <p>Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.</p>
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Postsecondary & Workforce Readiness	Our District meets postsecondary workforce readiness expectations overall and exceeds state expectations in graduations and dropout rates. Although still below the state percentage, our ACT composite score increased from 19.1 last year to 19.6 this year overall.		
		N/A	N/A
Student Graduation and Completion Plan (For Designated Graduation Districts)	N/A	N/A	N/A
English Language Development and Attainment (AMAOs)	AMAO 3 was achieved this year for the first time in more than 5 years. We have met expectations for AMAO 2 for the past 3 years. However, we did not make AMAO 1 targets in 2013 for the first time in Falcon School District history.	As a District, AMAO #1 was not achieved at the elementary level.	<p>Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.</p> <p>Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.</p>

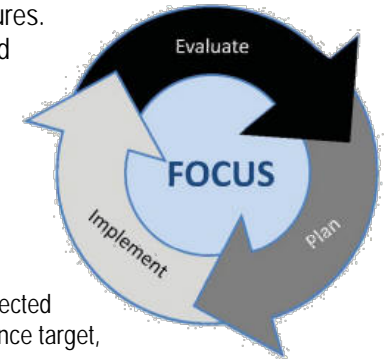
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *District/Consortium Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

District/Consortium Target Setting Form

Directions: Complete the worksheet below. While districts/consortia may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Districts are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, districts should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



District/Consortium Target Setting Form

Performance Indicators			Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
Measures/ Metrics				2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	N/A	N/A	N/A	N/A	N/A
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	N/A	N/A	N/A	N/A	N/A
		M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	Students with disabilities and students needing to catch up are experiencing growth gaps at all levels. Economically disadvantaged students are experiencing growth gaps at the elementary level.	Increase median growth percentiles for student subgroups in reading to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Increase median growth percentiles for student subgroups in reading to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Dibels Next benchmark assessments, Burst diagnostic assessments, Aims Web CBMs, Scantron reading assessments, zone / school level common assessments	Provide instruction aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Develop training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Deliver, review and implement professional development on a consistent basis.
		M	All student subgroups are experiencing growth gaps with the exception of minority students and ELLs at the elementary level.	Increase median growth percentiles for student subgroups in math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Increase median growth percentiles for student subgroups in math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Aims Web CBMs, Scantron math assessments, zone / school level common assessments	
		W	At the high school level, all student subgroups are experiencing growth gaps. At the elementary and middle school levels, students with disabilities	Increase median growth percentiles for student subgroups in writing to 50 if adequate growth was met or 55 if adequate growth was not met until a	Increase median growth percentiles for student subgroups in writing to 50 if adequate growth was met or 55 if adequate growth was not met until a	Aims Web CBMs, Scantron writing assessments, zone / school level common assessments	

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			and students needing to catch up are experiencing growth gaps as well as well as economically disadvantaged and ELLs at the middle school level.	rating of "Meets" is achieved.	rating of "Meets" is achieved.		Develop training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Deliver, review and implement professional development on a consistent basis.
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A	N/A
English Language Development & Attainment	ACCESS Growth (AMAO 1)	AMAO target 1 was not met in 2013.	Meet AMAO 1 targets for ACCESS at the elementary level	Meet AMAO 1 targets for ACCESS at the elementary level	WIDA Model Benchmark Assessments pre-post, Rigby Language Assessments,	Provide instruction aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Develop training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Deliver, review and implement professional development on a consistent basis	
	ACCESS Proficiency (AMAO 2)	N/A	N/A	N/A	N/A	N/A	
	TCAP (AMAO 3)	N/A	N/A	N/A	N/A	N/A	

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: ____ Provide instruction aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.

Root Cause(s) Addressed: Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ State Accreditation
 ☐ Student Graduation and Completion Plan (Designated Graduation District)
 ☐ Title IA
 ☐ Title IIA
☒ Title III
 ☐ Gifted Program
 ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Create an assessment task force to develop and identify tools and resources which are aligned to the expected level rigor aligned with CAS and Common Core Standards <ul style="list-style-type: none"> Develop an implementation plan for each zone Identify assessments to pilot in specific grade levels across zones 	November 2013- June 2014	On-going through 2015	Ex. Dir. of Learning Services, Coordinator of Curriculum, Instruction and Assessment, Zone Leaders and CIA Administrators	Local and Zone Resources TBD	Identification of current and potential assessment resources Training and implementation timelines Taskforce Meeting Dates	In Progress
Institute a process for school site support and review of practices specifically for schools with below "performance" level plans	October 2013-May 2014	On-going as needed through 2015	Ex. Dir. of Learning Services, Coordinator of Curriculum, Instruction and Assessment, Coordinator of ELD, Assistant Director of	Local and Zone Resources	Meeting dates to discuss support and review process, instructional rounds complete, feedback presented	In Progress

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			Special Education, Zone Leaders and CIA Administrators, and Principals			
Create content and grade-level specific intensive learning teams in Sand Creek Zone to develop and align curriculum, instruction and assessments	August 2013-May 2014		Sand Creek Zone Leadership, and Teacher Leaders	Local Resources	Learning team meeting schedules and agendas	In Progress
Provide training to principals in the Sand Creek zone on best practices in English language arts and writing instruction aligned with Common Core Standards	August 2013-May 2014		Sand Creek Zone Leadership, Coordinator of Curriculum, Instruction and Assessment	Local Resources	Attendance by leadership team at professional development sessions	In Progress
Utilize Common Core item banks in Scantron Achievement and Performance Series assessments to determine student depth of knowledge and plan for instruction aligned with standards	September 2013-May 2014	On-going through 2015	Coordinator of Curriculum, Instruction and Assessment, Zone Leaders and CIA Administrators	Local Resources	Scantron Performance Series assessments administered Achievement Series training complete Achievement Series assessments created	In Progress

Create a task force to specifically address growth and achievement in mathematics K-12 to determine future curricular, assessment and training needs	Beginning January-February 2014-June 2015	On-going through 2015	Coordinator of Curriculum, Instruction and Assessment, Assistant Director of Special Education, Zone Leaders and CIA Administrators, Principals, and Math Teachers	Local and Zone Resources TBD	Identification of math task force members Creation of meeting schedule and outcomes	Not Begun
Set an expectation that all instructional units are aligned with CAS and CC to include extended evidence outcomes for special needs students	August 2013-June 2014	On-going through 2015	Innovation Leaders, Assistant Director of Special Education, and Principals	District, Zone and School Level Resources IEP goals and modifications	Academic Units and Lesson Plans	In Progress
Evaluate effectiveness of current PLC structures to ensure a focus on improving instruction to impact student achievement and growth <ul style="list-style-type: none"> Evaluate effectiveness of current PLC structure with special education teachers 	January 2014-May 2014	On-going through 2015	Innovation Leaders, Principals, and Assistant Director of Special Education	Zone and School Level Resources Local Resources	Principal and Zone Leader attendance at PLC meetings, PLC meeting schedules, agendas and data outcome logs	Not Begun
Provide training for all Falcon Zone teachers in effective PLC strategies <ul style="list-style-type: none"> Continue a Falcon Zone focus in mission and vision to ensure that instruction, differentiation and intervention is based on data from formative and summative assessments and discussed in PLC meetings 	August 2013 On-going August 2013-May 2014	On-going through 2015	Falcon Zone Innovation Leader, CIA Administrator, Principals and Teachers	Zone Resources	Attendance at training by all Falcon Zone teachers and leaders	Complete In Progress
Utilize Professional Learning Communities in Power Zone to align curriculum to	August 2013-may	On-going through	Power Zone Innovation Leader,	Zone / School Resources	Curriculum documents, learning scales and units of instruction loaded in "Curriculumpedia" online	In Progress

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Colorado Academic Standards. <ul style="list-style-type: none"> Develop units, assessments, learning scales and curriculum calendars aligned with CAS 	2014	2015	Administrators, Principals and Teachers		system	
Create a Falcon Zone curriculum cadre to support teachers and leaders with understanding the level of rigor and depth of knowledge required by the CAS as measured by PARCC	November 2013	On-going through 2015	Falcon Zone Innovation Leader, CIA Administrator, Principals and Teachers	Zone / School Resources	Establishment of cadre, meeting schedules, agendas and outcomes	Not Begun
Provide support for teachers and administrators through consultation and training regarding inclusive practices (engaged learning, co-teaching, differentiation) for students with special needs	November 2014-	May 2015	Assistant Director of Special Education	Local Resources	Identification of current and potential resources Training and implementation Special Education teacher attendance at trainings and staff meetings	In Progress

Major Improvement Strategy #2: __ Develop training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

Root Cause(s) Addressed: __ Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ State Accreditation

☐ Student Graduation and Completion Plan (Designated Graduation District)

☐ Title IA

☒ Title IIA

☒ Title III

☒ Gifted Program

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Participate in CDE Early Literacy Grant to fully implement components of Colorado READ Act in grades K-3	June 2013-May 2014		Ex. Dir. Learning Services, Coordinator of	Local and Zone/ School Resources BURST Intervention Training (\$4500 Title IIA)	READ Act Handbook Published Amplify training complete Burst intervention training	In Progress

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			Curriculum, Instruction and Assessment, Zone CIA Administrators, Instructional Coaches and Elementary Principals, Parents		complete READ plans written and implemented	
Implement Burst and Lexia interventions and diagnostic tools for all students K-5	October 2013- May 2014	On-going through 2015	Coordinator of Curriculum, Instruction and Assessment, Zone CIA Administrators, Instructional Coaches and Elementary Principals	Zone / School Resources	Amplify reports Alpine Achievement data READ plans Intervention logs	In Progress
Utilize online programs to differentiate instruction in the Power Zone to include: Lexia, Reading Plus, and Mobymax to address individual student needs	August 2013-may 2014	Ongoing through 2015	Power Zone Teachers and Interventionists	Zone / School Resources	Menu of programs in use in schools	In Progress
Provide SIOP training for mainstream teachers K12 in differentiated instructional strategies for ELLs and follow-up with teachers and principals on implementation	October 2013	TBD	Coordinator of English Language Development	Title III (\$14,000)	Attendance logs Teacher lesson plans Follow-up / feedback sessions	In Progress
Continue to seek input and feedback from parents of English Language Learners and provide meaningful training and information to these parents to address the needs of ELLs <ul style="list-style-type: none"> Provide interpreters and translated materials for parents 	Quarterly 2013-2014	Quarterly 2014-2015	Coordinator of English Language Development, Parents	Title III (\$ 7,000)	Attendance at ELD Advisory Committee Sessions Translated materials and interpreter logs	In Progress
Implement an intentional process for evaluating instruction for ELLs in the	November	On-going through	Coordinator of English	Local Resources	Meeting and professional development schedules and	In Progress

Organization Code: 1110 District Name: FALCON 49

general education classroom through instructional rounds, feedback and coaching <ul style="list-style-type: none"> Pilot process at Evans International 	2013	2015	Language Development, TOSA for ELD, Testing Clerk for ELD, ELD Teachers and School Administrators		instructional rounds complete	
Consistently implement and monitor Individual Career and Academic plans (ICAPs) for all students in grades 7-12	September 2013-May 2014	Ongoing through 2015	Innovation Leaders, District Counselor, Secondary Principals, Counselors, Parents	Zone / School Resources	Administrator and counselor training complete Updated building implementation plans College in Colorado ICAP Milestone Completion Reports	In Progress
Implement WIDA Model Language Benchmark Access assessments K-12 twice annually	October 2013 May 2014	October 2013 May 2014	Coordinator of English Language Development	ELPA (\$5,000)	Assessment schedules Data reports shared	In Progress
Provide training in Kagan Cooperative Learning Structures to provide instructional tools and strategies for engaging all students	Fall 2013 Spring 2014	Fall 2014 Spring 2015	Coordinator of English Language Development	Title III (\$6200)	Attendance and participation logs Teacher lesson plans Implementation feedback and follow up with teachers and principals	In Progress
Provide training in Aims Web Curriculum Based Assessments for Principals and Instructional Leaders	Fall 2013	Fall 2014	Coordinator of Curriculum, Instruction and Assessment and Data Analyst	Local Funds	Attendance and participation logs Feedback and follow up with principals and teachers	Complete
Provide training for teachers and leaders in strategies for teaching students with Dyslexia	March 2014	October 2015	Ex. Dir. of Learning Services	Title II A (\$1,000)	Dates scheduled for training, advertisement of course, training and evaluation complete	Not Begun
Conduct an audit of all 504 plans for compliance with state and federal guidelines	November 2013- May 2014	On-going through 2015	District Counselor and Building 504	Zone/ School Resources	Creation of 504 evaluation Rubric	In progress

Organization Code: 1110 District Name: FALCON 49

			Coordinators		Feedback on student plans Training on new assessment guidelines Implementation of accommodation data collection tool	
Provide training for special education teachers on differentiating instruction, and modifying grade level material for special needs students	Spring 2014	May 2015	Assistant Director of Special Education	Special Education Resources	Identification of current practices Training and implementation Special Education teacher attendance at trainings and staff meetings	Not Begun
Communicate expectations for including students with disabilities in general education classrooms through Falcon Zone "Innovating Inclusion" initiative <ul style="list-style-type: none"> Provide training and support with classroom inclusion by collaborating with consultant 	January 2013- May 2014	On-going through 2015	Falcon Zone Innovation Leader, Administrators, Principals, Special Education Administrators, and Parents	District /Zone Resources	Schedules designed to support "push-in" models of instruction for students Use of people first vocabulary Parent communication plan established	In Progress
Provide training for general education teachers to support differentiated instruction for students with disabilities	January 2014		Falcon Zone Innovation Leader, Administrators, Principals, and Teachers	Zone Resources	Training scheduled and complete	Not Begun
Attend Alpine users symposium and schedule follow-up training for principals on using Alpine Achievement systems for using data to drive instructional practice	August 2013 and November 2013	Follow-up training 2014-2015 as needed	Ex. Director of Learning Services, Coordinator of Curriculum, Instruction and Assessment, Data Analysts, Innovation Leaders and Principals	Title IIA (\$2,000)	Alpine Symposium Attendance, Follow-up Workshop Scheduled and Complete	Complete

Conduct CDE Response to Intervention classroom implementation survey to gauge current level of RtI implementation	November 2013		District Counselor and Zone RtI Coordinators	Zone / School Resources	Survey data Building implementation plans complete	In Progress
Develop a process in the Sand Creek Zone to ensure consistent practices, which support RtI, specifically at the secondary level <ul style="list-style-type: none"> Identify and implement Tier 1 interventions consistently 	November 2014	On-going through 2015	Sand Creek Zone and Building Leaders	Zone / School Resources	Identify and schedule training aligned with this action step	In Progress
Utilize instructional coaches in the Sand Creek Zone to identify and address shortfalls in instruction at the middle school level math. <ul style="list-style-type: none"> Provide training for middle school math teachers in the implementation and delivery of math curriculum and instruction 	August 2013-May 2014		Sand Creek Zone and Building Leaders	Zone / School Resources	Instructional coach schedules, training scheduled and complete	In Progress
Provide professional development for teachers in the Sand Creek Zone on an on-going basis focused on empowering students to own their learning, cooperative learning strategies, effective questioning, thinking devices, stories and writing	August 2013-May 2014		Sand Creek Zone and Building Leaders and Teachers	Zone Resources	Professional development sessions scheduled and complete	In Progress
Attend "Driven by Data" Conference presented by Paul Bambrick- Santoyo and develop follow-up book study for school leaders and teachers.	September 2013-May 2014		Ex. Dir. of Learning Services, Zone and CIA Administrators from iConnect and Sand Creek Zones	District / Zone Resources	Attendance at conference, books purchased and book study scheduled and complete s	In Progress
Hire an ELD testing clerk / community liaison to provide on-going assessment of ELLs new to the district to ensure proper placement, assist with data collection and analysis and act as a liaison for parent out	July 2014	July 2015	Coordinator of English Language Development	Local Resources	Job description created, position posted and hired	Complete

reach and support						
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: _ Deliver, review and implement professional development on a consistent basis.

Root Cause(s) Addressed: ___ Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ State Accreditation

☐ Student Graduation and Completion Plan (Designated Graduation District)

☐ Title IA

☐ Title IIA

☒ Title III

☐ Gifted Program

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Develop and implement a "Model Classroom" project at Sand Creek High School to serve as an example of exemplary teaching across the zone and District	July 2013- June 2014	Ongoing through 2015	Ex. Dir. of Learning Services, Sand Creek Zone Innovation Leader and Principals and Teachers	Local and Zone Resources	Partnership established with UCCS Professional Development Program and UCCS Teach Model teachers identified, job descriptions written Training scheduled and complete for model teachers Equipment needs identified and purchased Instructional Rounds scheduled and completed throughout year	In Progress
Provide training in principal and teacher goal setting, reflection and evaluation tools including Bloomboard and iObservation to target areas for professional learning and growth <ul style="list-style-type: none"> Create an iObservation Academy in the Power Zone 	August 2013- January 2014	On-going as needed 2014-2015	Ex. Dir. of Learning Services, Innovation Leaders, CIA Zone Administrators, Principals and Teachers	Local and Zone Resources	Bloomboard and iObservation Accounts setup Training scheduled and complete Teacher / Principal goals and self-reflections complete	In Progress
Institute a Leadership Academy for all administrators in the Sand Creek Zone to increase leadership capacity. Provide for structured PLC time for	September 2013- May 2014	On-going through 2015 - TBD	CEO, Ex. Dir. of Learning Services, Personnel Director, Sand Creek Zone	District / Zone Resources	Agenda and attendance at Leadership Academy	In Progress

Organization Code: 1110 District Name: FALCON 49

administrators focused on best practices in curriculum, instruction and assessment, financial planning, human resources, and leadership			Innovation Leader and Administrators			
Provide training for parents in English as a Second Language	October 2013- May 2014	October 2014- May 2015	Coordinator for English language Development, Parents	Title III (\$1600)	Attendance at classes	In Progress
Create a calendar to provide dedicated time for professional development for special education, CTE, counselors and ELD teachers in research-based instructional strategies	November 2013	On-going through 2015	Ex. Dir. of Learning Services, Innovation Leaders and Department Leaders	Local Resources	Calendar approved by Board of Education	In Progress
Provide training in Leadership Blueprint for administrators as part of the Principal Induction Leadership Academy	December 2013	December 2014	Ex. Dir. of Learning Services	Title II A (25,000)	Participants selected Training scheduled and complete Leadership Profiles Complete	In Progress
Provide Capturing Kids Hearts and Teen Leadership training for teachers at Falcon Virtual Academy and Patriot Learning Center to improve teaching and learning for students at-risk of high achievement / growth	July 2013 Follow-up consultation 2013-2014 on-going		Ex. Dir. of Learning Services, iConnect Innovation Leader, FVA and PLC Principals and Staff	Zone Resources and Title IIA (\$26,400)	Training scheduled and complete, follow-up consultation scheduled and complete	In Progress
Provide Capturing Kid's Hearts Training for all schools in the Power Zone	August 2013		Power Zone Innovation Leader, Administrators, Principals and Teachers	Zone / School Resources	Training Complete	Complete

Hire TOSA for on-line professional development to provide tools and resources for on-line and classroom teachers and to provide additional support for Priority Improvement Schools (GOAL Academy)	July 2013- June 2014	July 2014- June 2015	Ex. Dir. of Learning Services	Local Resources and Title II A (25,000)	Job description created, position posted and hired	Complete
Provide support for teachers pursuing National Board Certification <ul style="list-style-type: none"> • Provide stipends for lead support teachers • Provide substitutes for candidates • Provide books, supplies and postage t support process 	August 2013- May 2014	August 2014-May 2015	Ex. Dir. of Learning Services	Title II A 10,000	Support program promotion During New Teacher Orientation, Saturday attendance 2013-2014	In Progress
Participate in Educating Children of Color Conference to increase awareness related to instructional best-practices for differentiated instruction	January 2014	January 2015	Education Office Leadership, Innovation Leaders, Principals, Teachers, Students and Parents	Title II A 5,000	Promotional material sent related to conference registration and events Attendance at conference by district students, parents, teachers and leaders	In Progress
Provide substitutes for teacher leaders to attend training in mentoring and instructional coaching strategies and to for classroom observations, peer feedback and instructional rounds to support implementation of embedded on-going professional development	August 2013-May 2014	August 2014-May 2015	Ex. Dir. Learning Services	Title IIA 10,000	Substitute Logs	In Progress
Conduct a thorough needs analysis of current Teacher Induction and Support Programs <ul style="list-style-type: none"> • Share report with principals, district leaders and teacher leaders to make improvements in program 	July 2013- April 2014		Ex. Dir. of Learning Services, Innovation Leaders, Principals, Lead Mentors	Title IIA (\$6,000)	Initial focus group report complete Beginning of year survey built, administered and analyzed End of year survey built, administered and analyzed	In Progress

Provide support for hiring and retaining highly-qualified instructional staff	July 2013	July 2014	Ex. Dir. of Learning Services, Director of Personnel and HR Staff	Title IIA (\$2,000)	Recruiting plan developed and resources purchased	In Progress
Provide 50% reimbursement for teachers for on-line course work with pre-approval to support re-certification and highly-qualified status in specialty areas and hard to fill content areas	July 2013-June 2014	July 2014-June 2015	Ex. Dir. of Learning Services, Director of Personnel and HR staff	Title IIA (\$5,000)	Highly qualified reporting complete, teacher reimbursement logs	In Progress
Hire an online instructional coach to provide teachers with models of best instructional strategies for on-line and blended learning	July 2013	July 2014	iConnect Zone Adminsitrators	Zone Resources	Job description written, position posted and hired	Complete
Offer book study on the Art and Science of Teaching for district teachers and leaders	October 2013-- May 2014		Ex. Dir. of Learning Services, TOSA for Online PD and Power Zone Administrators	District / Zone Resources	Course developed, scheduled and complete	In Progress
Utilize TEAM coaches within the zones to provide ongoing, embedded professional development and coaching of teachers	August 2013-May 2014	August 2014-May 2015	Ex. Dir. of Learning Services, Innovation Leaders and Principals	District / Zone Resources	TEAM Coach PLCs, Daily schedules and position priorirites	In Progress

Hire a TOSA for English Language Development to provide instructional coaching and embedded professional development for teachers	July 2013	July 2014	Coordinator for English language Development	Local Resources	Job description written, position posted and hired	Complete
Create a district brand for professional learning to effectively provide relevant, engaging, timely development for teachers and leaders	September 2013-June 2014	On-going through 2015	Ex. Dir. of Learning Services and TOSA for on-line professional development	Local Resources	Input gained from District Leaders, Principals and Teachers Research Learning Management Systems to best deliver on-line professional learning Website developed and launched	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- ESEA Programs, including Titles IA, IIA and III (Required for districts accepting ESEA funds with a Turnaround or Priority Improvement plan type)
- Title III (Required for all grantees identified for Improvement under Title III, regardless of plan type)
- Additional Requirements for Administrative Units with a Gifted Program (Required for all Gifted Program leads)

Section V: Supporting Addenda Forms

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts, this is especially true for AUs with member district that have small n-counts. Numbers can be aggregated to the AU level and common targets can be recorded, as appropriate, in district documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum or by (2) listing the page numbers of where the gifted education elements are located in the UIP.

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)												
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	<p>Targets were established within the District 49 2012-2016 Gifted Education Program Plan</p> <p>Previous Target: Percentage of gifted students falling into low growth will decrease by 5 percentage points by 2016.</p> <p>Percentage of students Reading low growth 2012 = 33%</p> <p>Percentage of students Reading low growth 2013 = 33%</p> <p>Percentage change = 0%</p> <p>Percentage of students Writing low growth 2012 = 28%</p> <p>Percentage of students Writing low growth 2013 = 28%</p> <p>Percentage change = 0%</p> <p>Percentage of students Math low growth 2012 = 36%</p> <p>Percentage of students Math low growth 2013 = 32%</p> <p>Percentage change = decrease 4 percentage points</p> <p>Median Growth Percentile:</p> <table> <tr> <td></td><td>D49</td><td>State</td></tr> <tr> <td>Reading:</td><td></td><td></td></tr> <tr> <td>LA only</td><td>47</td><td>57</td></tr> <tr> <td>Both LA/Math</td><td>53</td><td>57</td></tr> </table>		D49	State	Reading:			LA only	47	57	Both LA/Math	53	57
	D49	State												
Reading:														
LA only	47	57												
Both LA/Math	53	57												

		D49	State		
		Writing:			
		LA only	55	58	
		LA/math	53	58	
		Math			
		Math only	47	59	
		Both LA/math	56	56	
Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments.	Section III: Data Narrative	Percentage of GT in D49 (1 – 12 grades) = Minority: Hispanic population is underrepresented in D49			
		GT:	District:	Chi Square	
		AI	1%	1%	0
		AS	5%	4%	.25
		AF	4%	7%	1.29
		His	10%	18%	3.56
		White	76%	66%	1.52
		Native	0%	0%	0
		Multi	4%	4%	0
		Free/Reduced Lunch: Underrepresented in GT population			
		GT:	District:	Chi Square	
		14%	26%	5.53	
Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.	Section III: Data Narrative	District 49 is above the state average in GT students scoring proficient and advanced on reading, writing and math; however, when isolating the percentage of students scoring advanced in reading, writing and math, the district is below the state average. District 49 GT students are below the state GT medium growth percentile in reading, writing and math. As a result of multiple changes in GT leadership the past 5 years, and changes at a district level in regard to the support of GT identification and programming, GT students are not making adequate growth in their strength areas. Enhancing identification procedures, increasing GT staffing, implementing research based and rigorous GT programming, providing professional development and utilizing data to measure growth will improve GT student growth and achievement in District 49.			

Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.	Section IV: Target Setting Form	<p>Goal: District 49 GT students will meet or exceed the state GT median growth percentile in reading, writing and math.</p> <p>Goal: District 49 will meet or exceed the state average for students scoring advanced in reading, writing and math.</p>
Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon performance challenges of gifted students.	Section IV: Target Setting Form	Goal: District 49 students will be above the state average in students scoring advanced.
Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	Interim measures include Scantron Performance Series testing three times a year and school and grade level assessments.
Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.	Section IV: Action Plan	<ol style="list-style-type: none"> 1. Provide staff development to District 49 teachers in differentiated/advanced instruction. 2. Assemble a GT task force to make recommendations for increasing GT staffing, improving identification procedures, strengthening GT programming options, and enhancing GT student growth. 3. Conduct a parent survey to seek feedback on GT programming. 4. Provide building leaders GT student data to target GT growth throughout the year. 5. Develop documents to provide support to parents regarding Early Entrance, District GT Program, and Understanding the ALP. 6. Develop a District 49 GT Parent Handbook. 7. Enhance the district GT website to better serve our stakeholders. 8. Develop documents to improve GT identification process. 9. Develop a District 49 GT Teacher Handbook. 10. Develop an Acceleration Handbook for teachers and parents. 11. Improve Advanced Learning Plans by ensuring completion of plans by end of first quarter and classroom teachers developing SMART goals to address individual student growth. 12. Provide teacher training on writing GT SMART goals. 13. Implement CogAT Form 7 Full Battery to all district third graders as GT screener. 14. Implement CogAT Form 7 Full Battery for students nominated to GT screening process.

Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.	Section IV: Action Plan	The timeline for the above targets will be implemented during the 2013-14 school year. The task force will develop a 5 year improvement plan to begin with 2014-15 school year.
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan	District 49 employs a district GT coordinator, supported by zone leaders, zone gifted resource specialists, and zone curriculum/instruction coordinators. Currently our 5 charter schools do not contract with the district for gifted services.
Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.	Section IV: Action Plan	Each year conferences are held with parents to review student data and the Advanced Learning Plans. Students are part of the development of goals. Parents receive the TCAP parent reports and data is available through the parent portal on Infinite Campus.

* Note that the Gifted Education Program budget is due in April. The budget can be found at: <http://www.cde.state.co.us/gt/director.htm>.

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
The district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	<input type="checkbox"/> Completed <input type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths. Note: The AU's program plan should describe the key programming options matched to areas of giftedness and utilized in serving gifted students.	<input type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No

The budget and improvement planning process is a collaboration among stakeholders of schools or districts within the administrative unit.	<input type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES provides a certified person to administer the gifted education program plan, provide professional development, and facilitate implementation of the READ Act to accelerate reading skills of advanced readers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
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Report on State Performance Indicators as Recorded on the 2012-2016 Program Plan

Description of State Performance Indicator	Mark one box:	Description of State Performance Indicator	Mark one box:
AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016.	<input type="checkbox"/> Completed <input type="checkbox"/> In progress	AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2014.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.	<input type="checkbox"/> Completed <input type="checkbox"/> In progress	AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.	<input type="checkbox"/> Completed <input type="checkbox"/> In progress	AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER) .	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress

Section V: Supporting Addenda Forms

Required for Title III Grantees Identified for Improvement (AMAOs)

Grantees identified for improvement under Title III must use this format to ensure that all improvement planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP and may just reference the UIP page numbers in this form.

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Analysis of data. Specifically identify the factors that prevented the LEA from meeting the AMAO targets. Also, identify the strengths and weaknesses of the current plan, specifically Major Improvement Strategies and/or Action Steps to meet the linguistic (AMAO 1 and 2) and academic (AMAO 3) needs of English Language Learners.	Section III (Data Narrative, including progress monitoring of previous year's targets)	D49 ELLs did not meet the target of AMAO #1 - Progress in Attaining English (ACCESS for ELLs), but did attain targets AMAO #2 (English Attainment ACCESS/ELL Proficiency) and AMAO #3 (Academic Growth (TCAP) and Graduation Rate for ELLs). The ELD/District Data team feels that we did not adequately prepare for the new Language Assessment – ACCESS and the level of rigor, which it requires. Thus, we did not attain AMAO #1, specifically at the Elementary level. However, D49 ELLs at the High School level did meet the requirements of AMAO #1 with a Median Growth Percentile of 73. Teachers were provided SIOP as well as engagement training at the secondary level. We feel the need for more direct ELD strategies is very evident at all levels.
Scientifically Based Research Strategies. Describe scientifically based research strategies to improve academic achievement and English Language Development (ELD) for English Language Learners.	Section IV (Action Plan)	The D49 ELD team has implemented DATA-DRIVEN Dialogues with WIDA ACCESS, WIDA MODEL as well as other ELL Normed Assessment. Discussions have begun with the expectation/guidance to discuss the linguistic needs of ELLs. Additional targeted professional development will be addressed in the current year to include professional development around WIDA Standards (Colorado English Language Proficiency). D49 teachers and administrators will be trained on use of Model Performance Indicators (MPIs).
Evidence of coordination with other ESEA programs as appropriate.	Section IV (Resource Column of Action Plan)	ELLs in D49 are provided with supplemented resources to meet the needs linguistically and academically. Coordination with TITLE I/TITLE II resources are strategically managed to leverage funds.



BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	December 12, 2103
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Student Count Update / 2013-14 Amended Budget
ACTION/INFORMATION/DISCUSSION:	Work Session Information / Discussion

BACKGROUND INFORMATION. DESCRIPTION OF NEED: CRS 22-44-110 authorizes the Board of Education to "...review and change the budget, with respect to both revenues and expenditures, at any time prior to January 31 of the fiscal year for which the budget was adopted." This is commonly referred to as the 'Amended' Budget (vs. the 'Approved' Budget which is adopted prior to the start of the fiscal year – usually in June).

RATIONALE: The amended budget is a time to correct many assumptions that were made in the Adopted Budget to either known variables (e.g. Student Count), or better estimates (e.g. staff costs), and as such is an important exercise – not only for managing the remaining portion of the current school year, but also in laying the groundwork for a budget for the subsequent fiscal year as well.

RELEVANT DATA AND EXPECTED OUTCOMES: New staffing models should drive a revised assumption for personnel costs. Certain 'known' issues should be considered as well to determine what directions should be pursued.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	X
Operational Efficiency and System Effectiveness	X		

FUNDING REQUIRED: Yes X No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 2, 2013

Falcon School District 49
2013/14 Amended Budget Framework



General Fund Scoresheet

What has changed from the Adopted Budget?

(1) Adopted Budget Change in Fund Balance	0.00	
(2) BoY (Beginning-of-Year) Fund Balance	1,428,893.00	one time money, discretionary
(3) October Count Impact	(1,379,947.99)	Revenue Side
(4) Staffing Projection		# staff + / - budget assumption
- Volume Variance		new staff assumption, benefit costs
- Rate Variance		revealed from increased sophistication
- Baseline Variance		
Total		
(5) New Issues / Priorities		
Amended Budget Change in Fund Balance	48,945.01	



BOARD OF EDUCATION AGENDA ITEM 8.03

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Barbara Seeley
TITLE OF AGENDA ITEM:	Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

FHS

Wrestling Tournament in Denver at MT Vista HS

Departure-12/6/13 Return-12/7/13

17-18 students will attend this trip.

Cost per student is \$20 (trip costs include one night lodging, meals, transportation and registration fees).

The objective of this trip is for the athletes to compete at tournament.

Fundraising will be part of this program.

FHS

State Cheer competition in Denver

Departure-12/5/13 Return-12/6/13

23 students will attend this trip.

The objective of this trip is for the athletes to win the CHSSA 4A Coed Division.

Fundraising will be part of this program.

VRHS

Colorado State Thespian Conference in Denver

Departure-12/5/13 Return-12/7/13

12 students will attend this trip.

Cost per student is \$235 (trip costs include lodging, transportation and conference fees).

The objective of this trip is for the students to attend the Theater conference.

Fundraising will not be part of this program.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness			

FUNDING REQUIRED: Yes ___ No X

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: December 3, 2013



BOARD OF EDUCATION AGENDA ITEM 8.04

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Jay Hahn
TITLE OF AGENDA ITEM:	Expulsion/Suspension Information
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

See attached confidential sheet for list of expulsions in November, 2013.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance	<u>X</u>	Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness			

FUNDING REQUIRED: Yes ___ No X

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: December 2, 2013



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Paul Andersen
TITLE OF AGENDA ITEM:	Policy Revisions Related to SB 10-191 & Teacher Evaluation
ACTION/INFORMATION/DISCUSSION:	<u>Discussion</u>

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Senate Bill 10-191 has significant impacts on board policies related to teacher evaluation. District administration has reviewed policies as recommended by CASB. Administration recommends the board consider changes to board policies listed below to bring board policies into alignment with statute.

New Policy for Adoption

GCO, Evaluation of Licensed Personnel
GCKAA/GCKAA-R, Teacher Displacement

Policies to be Revised

BDFA, District Personnel Performance Evaluation Council
GBA, Open Hiring/Equal Opportunity and Affirmative Action
GBJ, Personnel Records and File
GC, Professional Staff
GCKA, Instructional Staff Assignments and Transfers
GCKB, Administrative Staff Assignments and Transfers

Recommended for Repeal

The following two policies are no longer needed if the new GCO is adopted:
GCOA/GCOA-R, Evaluation of Instructional Staff
GCOC/GCOC-R, Evaluation of Administrative Staff

RATIONALE:

Recommended changes will ensure board policies support the requirements of SB 10-191.

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness			

FUNDING REQUIRED: Yes ___ No ___

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

It is hoped that the Board will move this item to an action item at the next regular board meeting.

APPROVED BY: Peter Hilts, CEO

DATE: December 3, 2013

Title	Evaluation of Licensed Personnel
Designation	GCO
Custodian	

The Board of Education recognizes that sound appraisal of licensed staff performance is critical in achieving the educational goals of the district.

This policy shall be considered part of the district's licensed personnel performance evaluation system. The district's licensed personnel evaluation system shall be developed and implemented in accordance with state law. The Board shall consult with district administrators, teachers, parents and the district licensed personnel performance evaluation council in developing and evaluating the District's evaluation system.

The purposes of the District licensed personnel evaluation system shall be to serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure the professional growth and development and the level of effectiveness of licensed personnel. The District licensed personnel performance evaluation system shall also serve as the measurement of effective performance and documentation for dismissal for unsatisfactory performance pursuant to state law, if applicable. For purposes of this policy and the District's licensed personnel performance evaluation system, "unsatisfactory performance" shall be defined as a performance rating of "ineffective" or "partially effective".

The District shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

Nothing in this policy shall be construed to imply the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by Colorado law, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status, employment status or assignment under the terms of the employment contract and state law. The content of the evaluation, the rating given and any improvement plan shall not be grievable under the District's formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law. Any dismissal or other employment action shall be in accordance with Colorado law and Board policy.

Adopted: January 9, 2014

- LEGAL REFS:
- C.R.S. 22-9-101 *et seq.* (*Licensed Personnel Performance Evaluation Act*)
- C.R.S. 22-63-301 (*grounds for dismissal*)



- CCR 301-87 (*State Board of Education rules for administration of a system to evaluate the effectiveness of licensed personnel*)

CROSS REFS:

- BDFA*, District Personnel Performance Evaluation Council
- GCOE*, Evaluation of Evaluators
- GCQF, Discipline, Suspension and Dismissal of Professional Staff
- IK, Academic Achievement

Title	Teacher Displacement
Designation	GCKAA
Custodian	

Consistent with the Board's authority to direct the ~~the~~ District's educational programs, the Board may take action pursuant to a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution. Displacement occurs when such Board action results in the removal of a non-probationary teacher from the teacher's assigned school. This policy and accompanying regulation shall apply to the designation and reassignment of a displaced teacher.

This policy and accompanying regulation shall not apply to teacher dismissals, non-renewals, reductions in force or other personnel actions that do not result in displacement of teachers.

Definitions

For purposes of this policy and accompanying regulation, the following definitions shall apply:

1. "Teacher" **shall have the same meaning as defined in Board policy GC and** ~~means a person who holds a teacher's license issued pursuant to the Colorado Educator Licensing Act, C.R.S. 22-60.5-101 et seq. and who is employed to instruct, direct or supervise the instructional program.~~ "Teacher" does not include those persons holding authorizations or administrative positions within the school district.

2. "Displaced teacher" means any non-probationary teacher who is removed from the teacher's assigned school as a result of Board action pursuant to a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution.

3. "Mutual consent placement" occurs when a displaced teacher applies for a position under the supervision of another principal and the hiring principal consents. The hiring principal's consent must consider input from at *least* two teachers employed at the school and chosen by the teaching faculty at the school to represent them in the hiring process.

4. "Priority hiring pool" is a subgroup of displaced teachers who were actively employed and deemed satisfactory or effective in their performance evaluation **in the school year** preceding their displacement and who have not secured a mutual consent placement. Teachers in the priority hiring pool shall receive the first opportunity to interview for available positions for which they are qualified within the district.

5. "Hiring cycle" means the period of time during which the Board reviews the staffing needs of the ~~the~~ District and acts to fill vacant positions, if any. The Board engages in two hiring cycles each calendar year: first, when the Board projects and fills staffing needs for the next school year (between approximately March and the day before the opening day of the next school year); and, second, as the Board reviews its current staffing and makes adjustments as necessary during the current school year (from the first day of school through the last day of the current school year).

6. "Transfer" means the reassignment of a teacher from one school, position or grade level to

another in the ~~the~~ District. Transfers that do not result from displacement will be addressed in accordance with the Board's transfer policy (GCKA).

Board of Education's determination and statement

If the Board determines a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building necessitates action that may require the displacement of one or more teachers, it shall adopt a statement that reasonably identifies the action and the reasons for that action. This statement shall be transmitted to the Chief Education Officer and made available to ~~the~~ District faculty.

To the extent possible, the Board shall establish the actual number of teacher positions to be displaced consistent with the Board's authority to establish educational programs within the ~~the~~ District. If it is not possible at the time the Board issues its initial statement for the Board to address personnel implications, the Board shall issue a revised statement of action after receiving additional input from the Chief Education Officer.

Chief Education Officer's Action

After receiving the Board's statement, the Chief Education Officer shall prepare recommendations for appropriate personnel action, which may include teacher displacement, consistent with Board policy and state ~~and federal~~ law. As necessary and appropriate, the Chief Education Officer shall submit to the Board such recommendations and the Board may revise as necessary its statement of action.

The Chief Education Officer shall cause written notice of displacement to be provided **as outlined in Board regulation GCKAA-R** ~~to all displaced teachers. Notice shall be in writing and delivered via certified mail to a displaced teacher's address of record. The Chief Education Officer shall immediately cause a displaced teacher to receive an initial list of all vacant positions for which the teacher is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need.~~

Mutual consent placement

Displaced teachers shall have the right to pursue a mutual consent placement in the ~~the~~ District **as provided in Board regulation GCKAA-R** ~~. Any displaced teacher remains solely responsible for identifying available positions within the district and pursuing any and all vacancies for which the teacher is qualified. Displaced teachers who were deemed satisfactory or effective in their performance evaluation preceding their displacement shall be members of a priority hiring pool.~~

During the period in which the teacher is attempting to secure a mutual consent placement, the district may place a displaced teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment or instructional support role. Such assignment by the ~~the~~ District is not a mutual consent placement.

If a displaced teacher is unable to secure a mutual consent placement in a school of the district after twelve months or two hiring cycles, whichever period is longer, the district shall place the displaced teacher on unpaid leave until such time as the displaced teacher is able to secure an assignment.

- **Adoption: January 9, 2014**

LEGAL REFS:

- C.R.S. 22-60.5-101 *et seq.* (*Colorado Educator Licensing Act of 1991*)
- C.R.S. 22-63-101 *et seq.* (*Teacher Employment, Compensation, and Dismissal Act of 1990*)
- C.R.S. 22-63-202 (2)(c.5) (*displacement and mutual consent provisions*)
- C.R.S. 22-63-202 (2)(c.5)(II)(B) (*requirement to develop policies for Board adoption addressing displacement and mutual consent provisions*)
- C.R.S. 22-63-206 (*permitting transfer of teachers from one school, position or grade level to another*)

CROSS REFS:

- GCKA, Instructional Staff Assignments and Transfers



Title	Teacher Displacement
Designation	GCKAA-R
Custodian	

The following procedures shall be followed in effecting a Board action pursuant to a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution that causes non-probationary teachers to be displaced.

1. Notice to individual teacher

Within a reasonable time after receiving the Board's statement of action that includes personnel implications, the Chief Education Officer shall cause written notice of displacement to be provided to all displaced teachers.

The written notice shall include:

- a copy of the Board's statement adopted pursuant to the accompanying policy;
- a copy of the accompanying policy and this regulation; and
- a list of all vacant positions for which the displaced teacher is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need.

Notice shall be served upon the teacher personally or by certified or registered mail to the teacher's address as it appears in the school district's records. It shall be the teacher's responsibility to ensure that the district has the teacher's current address on file.

2. Applications and priority hiring pool

Displaced teachers shall be responsible for applying, consistent with the district's hiring procedures and practices, for any vacant position for which the teacher is qualified. At a minimum, the displaced teacher must apply to the principal of the school and provide a copy of the application to the district.

The district shall create a priority hiring pool, which shall consist of displaced teachers who were deemed satisfactory or effective in their performance evaluation preceding their displacement. Upon application, members of the priority hiring pool shall receive the first opportunity to interview for available positions for which they are qualified within the district.

3. Mutual consent placement

A principal shall recommend appointment of a displaced teacher to an assignment in the principal's school if the review of the displaced teacher's performance evaluations and qualifications demonstrates that employment of the displaced teacher will support the instructional practice of the school. The principal's recommendation shall also include input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process.



When a principal recommends appointment of a non-probationary teacher applicant to a vacant position, the non-probationary teacher shall be transferred to that position. ~~If the Board approves the principal's recommendation of a displaced teacher to a vacant position, the Board shall transfer the teacher into the assignment sought and the displacement/mutual consent provisions of law are satisfied. At that time, the Board shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave, if applicable.~~

Consistent with Board policy, nothing in this regulation shall be construed to require a principal to hire a displaced teacher.

4. Exclusive procedure

This procedure is the only procedure that shall apply to the designation and reassignment of a displaced teacher.

- **Adopted: January 9, 2014**

LEGAL REFS:

- **C.R.S. 22-63-202(2)(c.5)(III)**



Title	District Personnel Performance Evaluation Council
Designation	BDFA
Custodian	

The Board of Education shall appoint, pursuant to state law, an advisory ~~school~~-district **licensed** personnel performance evaluation council which shall, at a minimum, consist of one teacher, one administrator, one principal, one parent, and one person who does not have a child in school.

The council may be composed of any other school district committee having membership as defined above.

The council shall consult with the Board as to the fairness, effectiveness, credibility and professional quality of the licensed personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of the system.

As part of its ongoing review, the District personnel performance evaluation council shall seek evidence that evaluators are implementing the process in a fair, professional, and credible manner and shall report its finding and recommendations to the Board.

- Adopted: February 27, 1986
- Revised: September 3, 1998
- Revised: March 11, 2010
- **Revised: January 9, 2014**

LEGAL REFS:

- C.R.S. 22-9-107 (*performance evaluation councils*)

CROSS REFS:

- CBI, Evaluation of Chief Education Officer, ~~Deputy Superintendent and Chief of Service Center Operations~~
- GCOA, Evaluation of Instructional Staff
- GCOC, Evaluation of Administrative Staff



Title	Open Hiring/Equal Employment Opportunity and Affirmative Action
Designation	GBA
Custodian	

The Board of Education subscribes to the fullest extent to the principles of the dignity of all people and of their labors. It also recognizes that it is both culturally and educationally sound to have persons of diverse backgrounds on the District's staff.

Therefore, the District shall promote and provide for equal opportunity in recruitment, selection, promotion, and dismissal of all personnel. Total commitment on the part of the District towards equal employment opportunity shall apply to all people without regard to race, color, creed, religion, national origin, **ancestry, genetic information**, marital status, sex, sexual orientation, age, or disability.

The District shall ensure that it does not unlawfully discriminate in any area of employment including job advertising, pre-employment requirements, recruitment, compensation, fringe benefits, job classifications, promotion and termination.

- Current practice codified: 1980
- Adopted: Date of manual adoption
- Reviewed: May 11, 2000
- Revised: February 1, 2001
- Revised: May 13, 2010
- **Revised: January 9, 2014**

LEGAL REFS:

- **20 U.S.C. § 1681** (Title IX of the Education Amendments of 1972), ~~20 U.S.C. § 1681~~
- **29 U.S.C. § 201 et seq.** (Fair Labor Standards Act), ~~29 U.S.C. § 201 et seq.~~
- **29 U.S.C. § 621 et seq.** (Age Discrimination in Employment Act of 1967), ~~as amended, 29 U.S.C. § 621 et seq.~~
- ~~29 U.S.C. § 79401 et seq. (Section 504 of the Rehabilitation Act of 1973)~~
- **42 U.S.C. § 1201 et seq.** (American with Disabilities Act), ~~42 U.S.C. § 1201 et seq.~~
- **42 U.S.C. § 2000d** (Title VI of the Civil Rights Act of 1964), ~~42 U.S.C. § 2000d~~
- ~~42 U.S.C. § 2000e~~ (Title VII of the Civil Rights Act of 1964), ~~as amended, 42 U.S.C. § 2000e~~
- **42 U.S.C. § 2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)**
- C.R.S. 22-32-110(1)(k)
- C.R.S. 22-61-101 (discrimination in employment prohibited)
- C.R.S. 24-34-301 (Colorado Civil Rights Division procedures)
- C.R.S. 24-34-402 (discriminatory or unfair employment practices)

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- **GBAA, Sexual Harassment**

Title	Personnel Records and Files
Designation	GBJ
Custodian	

The Personnel Director is authorized to develop and implement a comprehensive and efficient system of personnel records under the following guidelines:

1. A personnel folder for each administrative, licensed, and education support employee shall be accurately maintained in the District administrative office. Personnel records shall include home addresses, telephone numbers, salary and benefit information and other information **maintained because of necessary to** ~~maintain~~ the employer-employee relationship.
 2. All personnel records of individual employees shall be considered confidential except for the information listed below. They shall not be open for public inspection. The Personnel Director or designees shall take the necessary steps to safeguard against unauthorized use of all confidential material.
 3. Employees shall have the right, upon request, to review the contents of their own personnel files, with the exception of references and recommendations provided to the District on a confidential basis by universities, colleges or persons not connected with the District.
 4. The following information in personnel records and files shall be available for public inspection:
 - a. Applications of past or current employees
 - b. Employment agreements
 - c. Any amount paid or benefit provided incident to termination of employment
 - d. Performance ratings except for evaluations of licensed personnel as noted below
 - e. Any compensation including expense allowances and benefits
 5. The evaluation report of licensed personnel and all public records used in preparing the evaluation report shall be confidential and available only to the evaluate, to the administrators who supervise his or her work, and to a hearing officer conducting a dismissal hearing or a court reviewing a dismissal decision; except that portions of the ~~Chief Education Officer, and Innovation Zone Leaders, Chief Business Officer and Chief Operations Officer~~ evaluations shall be open to public inspection, in accordance with state law.
 6. A written evaluation or any other personnel record shall not reflect any good faith actions of any employee which were in compliance with the District's discipline code.
 7. District employee's home addresses and telephone numbers shall not be released for general public or commercial use.
 8. Personnel records shall be available upon request to members of the Board of Education.
 9. District employees' medical records shall be kept in separate files and shall be kept confidential in accordance with applicable law and District policy.
- Adopted: April 21, 1977
 - Revised to conform with practice: date of manual adoption

- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: December 9, 2010
- Revised: September 8, 2011
- Revised: January 10, 2013
- **Revised: January 9, 2014**

LEGAL REFS:

- C.R.S. 22-9-109 (*exemption from public inspection*)
- C.R.S. 22-32-109.1(9) (*immunity provisions in safe schools law*)
- C.R.S. 24-19-108(1)(c) (***exceptions to public records***)
- C.R.S. 24-72-202(1.3) and (4.5) (***Colorado Open Records Act***)
- ~~C.R.S. 24-72-204 (*allowance or denial of inspection grounds procedures appeal definitions*)~~

CROSS REFS:

- CBB, Recruitment of Superintendent
- ~~JK, Student Discipline~~
- KDB, Public's Right to Know/Freedom of Information



Title	Professional Staff
Designation	GC
Custodian	

Teachers shall be in one of these classifications for purposes of the Colorado Teacher Employment, Compensation and Dismissal Act according to the terms of their employment:

1. Teacher. Teacher means any person who holds an ~~valid or professional~~ **alternative, initial or professional** teacher's license **issued pursuant to the provisions of Article 60.5 of Title 22 of the Colorado Revised Statutes** and who is employed to instruct, direct or supervise an instructional program. "Teacher" does not include persons holding ~~letters of~~ **authorizations or the Chief Education Officer.**

2. Alternative teacher. A person who is participating in an alternative teacher program provided by a designated agency and who holds an alternative teacher's license.

~~4.~~ 3. Probationary teacher. A teacher **who has not completed three consecutive years of demonstrated effectiveness or non-probationary teacher who has had two consecutive years of ineffectiveness as defined by applicable rules of the State Board of Education. on an annual contract who has not completed three full years of continuous and uninterrupted employment in the District and who has not been re-employed for the fourth year. A year of required service for probationary teachers is defined as a full school year if the period of continuous and uninterrupted employment includes the last 120 school days of the academic year.**

NOTE: This definition reflects the statutory definition of "probationary teacher." C.R.S. 22-63-103(7). The applicable State Board of Education rules are broader and define "probationary teacher" to include a non-probationary teacher who has had two consecutive years of ineffective or partially effective performance ratings. 1 CCR 301-87, Rule 3.03 (D)(1), (2).

4. Substitute teacher. A teacher who **normally** performs services for a district for four hours or more during each regular school day, but works on one continuous assignment for a total of less than 90 regular school days, or for less than one semester or equivalent time as determined by the annual school year calendar of the **innovation zone of the District in which the substitute teacher is employed.** Substitute teacher does not include a non-probationary or probationary teacher who is assigned as a permanent substitute teacher within ~~the school~~ **District.**

~~4-5.~~ 5. Itinerant teacher. An itinerant teacher who is employed by a district on a day-to-day or similar short-term basis as a replacement teacher for a non-probationary teacher, a probationary teacher or a part-time teacher who is absent or otherwise unavailable (no limit on the number of days worked). An itinerant teacher is considered a substitute teacher.

6. Part-time teacher. A teacher who normally works less than four hours **during each regular school** ~~per day.~~

~~5.~~ **The Board shall approve all classifications upon the recommendation of the Chief Education Officer.**

Note: Policies and regulations in the GC section (Professional Staff) pertain only to instructional and administrative staff members.

- Current practice codified: 1992
- Adopted: date of manual revision
- Reviewed: May 11, 2000
- Revised: December 13, 2001
- Revised: October 10, 2010
- Revised: August 11, 2011
- **Revised: January 9, 2013**

LEGAL REFS:

- ~~C.R.S. 22-9-103(1.5) (definition of licensed personnel)~~
- ~~C.R.S. 22-32-109(1)(f) (board duty to employ personnel)~~
- ~~C.R.S. 22-32-109.7 (specific board duties regarding personnel)~~
- **20 U.S.C. 6319 (definition of highly qualified teacher contained in No Child Left Behind Act of 2001)**
- **34 C.F.R. 200.55 (federal regulations regarding highly qualified teachers)**
- **C.R.S. 22-32-109 (1)(f) (board duty to employ personnel)**
- **C.R.S. 22-32-109.7 (specific board duties regarding personnel)**
- C.R.S. 22-60.5-111 (types of authorizations, including military spouse interim authorization)
- C.R.S. 22-60.5-201 (types of teacher licenses)
- C.R.S. 22-60.5-201 (3)(b) (licensure reciprocity for out-of-state applicants)
- C.R.S. 22-60.5-207 (alternative teacher contracts)
- C.R.S. 22-63-103 (definitions in Teacher Employment, Compensation and Dismissal Act of 1990)
- C.R.S. 22-63-201(2) (hiring of person who holds an alternative teacher license)
- ~~C.R.S. 22-63-203 (2)(a)III (definition of probationary teacher)~~
- **1 CCR 301-87 (State Board of Education rules for administration of a system to evaluate the effectiveness of licensed personnel)**
- ~~C.R.S. 22-63-210(2) (hiring of person in teacher in residence program)~~

Title	Instructional Staff Transfer and Vacancy
Designation	GCKA
Custodian	

General principles

The assignment of instructional staff members and their ~~voluntary~~ transfer to positions in the various schools and departments of the District shall be recommended by the Chief Education Officer and approved by the Board of Education. **The transfer of teachers who have been displaced shall be accomplished in accordance with Board policy GCKAA instead of this policy.**

-The following criteria shall serve as guidelines:

- 1. Contribution which staff member could make to student achievement in a new position.**
- 2. Qualification of staff member, including teacher's level of endorsement, compared to those of outside candidates, both for position to be vacated and for position to be filled, as well as staff member's performance evaluations.**
- 3. Recommendation and/or approval of the principal(s) involved.**
- 4. Opportunity for the staff member's professional growth.**
- 5. Wishes of staff member regarding assignment or transfer.**

A teacher's request for transfer will be granted whenever the best interests of the schools affected by the transfer will be served. The request for transfer will be submitted to the principal in charge of the building where the teacher is presently assigned. After being approved by the principal, the request will be filed with the Chief Education Officer.

Transfers from one building to another or one grade level to another may be made in order to best serve the District. This may be done upon the advice of the building principal and with the agreement of the principal to whom the transfer will be made or upon the recommendation of the supervisor.

Probationary teachers are not eligible for voluntary transfers. The assignment of a teacher to a specific building will not imply permanent assignment to that building.

- ~~1. Recommendation and/or approval of the principal(s) involved.~~
- ~~2. Contribution which staff member could make to student achievement in a new position.~~
- ~~3. Qualifications of staff member, including teacher's level of endorsement, compared to those of outside candidates, both for position to be vacated and for position to be filled.~~
- ~~4. Opportunity for the staff member's professional growth.~~

~~5. Desires of staff member regarding assignment or transfer.~~

- Adopted: August 6, 1992
- Reviewed: May 11, 2000
- Revised: December 9, 2010
- Revised: September 8, 2011
- **Revised: January 9, 2013**

LEGAL REFS:

- C.R.S. 22-32-126(3) (*principal submits recommendations to superintendent*)
- C.R.S. 22-63-206 (*transfer of teachers and compensation*)

CROSS REFS:

- **GCKAA*, Teacher Displacement**

Title	Administrative Staff Assignments and Transfers
Designation	GCKB
Custodian	

A teacher who holds an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such a position and, if so assigned, with a salary corresponding to the position. **However, if the administrator is transferred during the school year, his/her salary shall not be reduced during the remainder of that school year. If the transfer is to another school, the transfer is subject to the consent of the receiving principal and is subject to approval of the Chief Education Officer and Board of Education. However, if the teacher is transferred during the school year from an administrative position to another school position or grade level within the District, his/her salary shall not be reduced during the remainder of that year.**

The Board of Education may consider the years of service accumulated while the teacher was occupying the administrative position when the Board determines where to place the teacher on the salary schedule.

The three **consecutive** school years of **demonstrated effectiveness and** -continuous employment required of a teacher during their for the probationary period ~~is shall not be deemed to be interrupted~~ if a probationary teacher accepts the superintendency, **position of Chief Education Officer. However, but** the period of time **during which a probationary teacher servesservice** in such capacity ~~will shall~~ not be included in computing the probationary period.

- Current practice codified: 1992
- Adopted: date of manual revision
- Reviewed: May 11, 2000
- Revised: October 7, 2010
- **Revised: January 9, 2014**

LEGAL REFS:

- C.R.S. 22-63-203(2)(b)(IV)
- C.R.S. 22-63-206

CROSS REFS:

- **GCKA, Instructional Staff Assignments and Transfers**
- **GCKAA*, Teacher Displacement**

RECOMMENDED FOR REPEAL**Evaluation of Instructional Staff**

~~The Board of Education recognizes that sound appraisal of instructional staff performance is critical in achieving the educational goals of the school system.~~

~~The Board expects its supervisory and administrative staffs to exert reasonable efforts to help and encourage staff members to develop their teaching personalities and instructional abilities to an optimum degree to improve student performance.~~

~~In keeping with state law, the Board shall approve a performance evaluation system which shall serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure professional growth and development of licensed personnel. The evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance.~~

~~The Board shall consult with district administrators, teachers, parents, and the Performance Evaluation Committee in developing the evaluation system. A process shall be developed to conduct an on-going review of the evaluation system.~~

~~The basic requirements of the evaluation system shall be:~~

- ~~1. The Board shall require regular evaluation of all full-time and part-time instructional staff by administrators/supervisors. These evaluators must have a principal or administrator license issued by the Colorado Department of Education and/or such administrator's/supervisor's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education that will enable them to make fair, professional, and credible evaluations of the personnel who they are responsible for evaluating.~~
- ~~2. Evaluations shall be conducted in a fair and professional manner and shall be based on written criteria which pertain to good instruction and the staff member's particular position.~~
- ~~3. Standards for satisfactory performance of instructional staff and criteria, which can be used to determine whether performance meets such standards, shall be developed. One of the standards for measuring instructional staff performance shall be directly related to classroom instruction and shall include multiple measures of student performance. The district Performance Evaluation Committee shall be an active participant in the development of standards and performance.~~
- ~~4. All evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~

~~5. The system shall identify the various methods which will be used for information collection during the evaluation process such as direct and informal observation and peer, parent, or student input obtained from standardized surveys. All data on which an evaluation judgement is based will be documented to the extent possible and be available for the evaluated staff member's review. All evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~

~~6. The evaluation system shall specify the frequency and duration of the evaluation process, which shall be on a regular basis to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Teachers shall receive documented observations and written evaluation reports in accordance with state law as set forth in the regulation accompanying this policy.~~

~~7. All written summative evaluations shall be specific as to performance strengths and weaknesses, specifically identify when a direct observation was made, identify data sources, and contain a professional growth plan. A professional growth plan shall be specific as to what improvements, if any, are needed in performance.~~

~~The staff member concerned shall have an opportunity to review the document with the supervisor who makes the evaluation, and both shall sign it and receive a copy. The summative evaluation document shall be reviewed by a supervisor of the evaluator whose signature also shall appear on it.~~

~~If the evaluatee disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.~~

~~8. The system shall contain a process which shall be followed when an instructional staff member's performance is deemed unsatisfactory. In accordance with state law, this process shall provide for a notice of deficiencies, a remediation plan and a reasonable opportunity to correct the deficiencies.~~

~~The District shall conduct all evaluations so as to observe the legal and constitutional rights of instructional staff. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.~~

~~Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy, or contract. Neither shall this policy be deemed or construed to establish any conditions prerequisite relative to renewal~~

~~of contracts, transfer, assignment, dismissal, or other employment decisions relating to school personnel.~~

~~Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure, or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status or assignment under the terms of the employment contract and state law. The content of the evaluation, the ratings given, and any improvement or remediation plan shall not be grievable under the district's formal grievance process.~~

~~All employment decisions remain within the sole and continuing discretion of the Board, subject only to the conditions and limitations prescribed by Colorado law.~~

~~Adopted: April 21, 1977.~~

~~Revised: August 18, 1977.~~

~~Revised: April 20, 1978.~~

~~Revised to conform with practice: date of manual adoption.~~

~~Revised: December 15, 1983.~~

~~Revised: February 27, 1986.~~

~~Revised: June 4, 1992.~~

~~Revised: June 18, 1998.~~

~~Revised: October 1, 1998.~~

~~Revised: August 10, 2000.~~

~~Revised: May 1, 2003.~~

~~Revised: December 10, 2009.~~

~~Revised: March 28, 2012.~~

~~LEGAL REFS.: C.R.S. 22-9-101 et seq. (Certificated Personnel Performance Evaluation Act)~~

~~C.R.S. 22-63-103~~

~~C.R.S. 22-63-301 (Grounds for Dismissal)~~

~~C.R.S. 22-63-302(8) (Procedure for Dismissal—judicial review)~~

~~CROSS REFS.: BDFA, District Personnel Performance Evaluation Council~~

~~CFBA, Evaluation of Evaluators~~

~~GCQF, Discipline, Suspension, and Dismissal of Professional Staff (and Contract Nonrenewal)~~

~~IK, Academic Achievement~~

RECOMMENDED FOR REPEAL**Evaluation of Instructional Staff**

~~Evaluations will be conducted in accordance with state law and Board of Education policy to improve instruction, enhance the implementation of programs in the curriculum, and measure the professional growth and development of personnel and level of performance of each instructional staff member. Evaluations also will serve as the measurement of satisfactory performance for instructional staff and documentation for dismissal for unsatisfactory performance.~~

~~Even though the evaluation process is designed to encourage and assist instructional staff to perform at a level consistent with the district's standards, the evaluator or the Chief Education Officer may recommend to the Board of Education that changes be considered in contract status or assignment in accordance with state law and Board policy.~~

~~The procedures necessary to administer and implement the district's evaluation policy are as follows:~~

Initial requirements

~~All instructional staff will be evaluated, including part-time instructional staff. An organization chart or comparable document will be prepared to identify the evaluator by title or position for each licensed employee. The chart will indicate which position(s) each evaluator will evaluate and which administrator is responsible for evaluating the evaluator.~~

~~Evaluations will be made by the principal or administrator who directly supervises the instructional staff member to be evaluated and/or such principal's or administrator's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education.~~

~~A job description will be developed for each instructional staff member, which sets forth expectations from the school district for the position. Similar job descriptions will be used for all employees with similar staff assignments.~~

~~Written standards for satisfactory performance will be developed as well as criteria to be used to determine whether performance meets district standards. One of the standards for measuring performance shall be directly related to instruction and shall include multiple measures of student performance. The district Performance Evaluation Committee will actively participate in the development of the standards.~~

~~Other criteria will be developed for evaluation of each position prior to the evaluation. The criteria will relate to the particular position as set forth in the individual's job description and any outcomes which are expected from the position.~~

~~Information will be made available to each evaluatee about the evaluation system, the evaluation policy and procedures, and the responsibilities of the evaluator and~~

~~evaluatee. In addition, all evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~

Information collection

~~The evaluator will directly observe the evaluatee as well as compile other data in accordance with the district's evaluation system. Peer, parent, or student input may be obtained from standardized surveys.~~

~~No evaluation information will be gathered by electronic devices without the consent of the evaluatee. The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgment.~~

Frequency and duration

~~Probationary staff will be observed at least four times each year (two formals and two informals). Other licensed personnel will be formally observed once every year and receive at least two informal observations each year. Probationary staff in their third year of employment in Falcon School District, who exhibited performance which consistently met expectations for performance during their first two years in the district, may, at the discretion of the evaluator, be evaluated according to the non-probationary staff evaluation cycle. All instructional staff must have an end of the year written summative evaluation.~~

~~Variations will be permitted in this evaluation schedule, whether requested by the evaluator or evaluatee, only when the evaluatee is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system, and the evaluatee has an opportunity to meet with the evaluator.~~

~~The district's summative evaluation system specifies formal observations be a minimum of 40 minutes each when required (and informals of 15 minutes each) be completed before the summative evaluation report is written. Minor adjustments and variations will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected from which reliable findings and conclusions may be drawn. All instructional staff will receive a written summative evaluation at least two weeks before the last class day of the school year.~~

~~When two formal observations are required, the first will be completed by the end of first semester and the second completed in such time that a post-observation conference be conducted at least two weeks before the last class day of the school year; the evaluator will discuss results with the evaluatee.~~

~~Additional informal evaluations or observations may be made whenever appropriate.~~

Documentation

~~The evaluator will prepare a written summative evaluation at the conclusion of the evaluation process, which will include the following:~~

- ~~1. A professional growth plan which is specific as to what improvements, if any, need to be made, in the performance of the instructional staff member and which clearly sets forth recommendations for improvements including recommendations for additional education and training during the staff member's recertification process.~~
- ~~2. Specific information about the strengths and weaknesses in the performance of the evaluatee.~~
- ~~3. Documentation identifying when a direct observation was made.~~
- ~~4. Identification of all data sources.~~

~~Both formal observations and summative evaluations will be discussed with the evaluatee. Both the evaluator and the evaluatee will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the evaluatee disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.~~

~~The evaluatee may attach any written comments to the evaluation report before it is reviewed by the supervisor of the evaluator. Each report will be reviewed and signed by a supervisor of the evaluator.~~

~~The evaluator will maintain a cumulative file of all pertinent data relating to each instructional staff member's evaluation, including the summative evaluation report. This file will be available for the instructional staff member's review and will include any written comments signed and submitted by the staff member.~~

Unacceptable performance

~~A teacher whose evaluation indicates performance is unsatisfactory will be given:~~

- ~~1. A notice of deficiencies;~~
- ~~2. A remediation plan developed by the evaluator and the teacher;~~
- ~~3. A reasonable period of time to correct the deficiencies;~~
- ~~4. A statement of resources and assistance, including professional development opportunities, available to help the teacher achieve a satisfactory rating in the next evaluation.~~

~~Further evaluations of an instructional staff member on a remediation plan will occur on a different cycle than the annual evaluation, if necessary.~~

~~If the next evaluation shows the instructional staff member is performing satisfactorily, no further action will be taken.~~

~~If the next evaluation indicates the performance is still not satisfactory, the evaluator either will make additional recommendations for improvement or take any necessary steps to recommend dismissal.~~

Appeal

~~The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.~~

~~The evaluatee may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.~~

~~Adopted: October 10, 1979.~~

~~Revised to conform with practice: date of manual adoption.~~

~~Revised: February 27, 1986.~~

~~Revised: June 4, 1992.~~

~~Revised: June 18, 1998.~~

~~Revised: October 1, 1998.~~

~~Revised: August 10, 2000.~~

~~Revised: May 1, 2003.~~

~~Revised: December 10, 2009.~~

~~Revised: March 28, 2012.~~

RECOMMENDED FOR REPEAL

Evaluation of Administrative Staff

~~The Board of Education shall institute and maintain a comprehensive program for the evaluation of all administrative personnel including principals~~

~~The purpose of administrator evaluations shall be to assist administrators in developing and strengthening their professional abilities, improve the instructional program, enhance the implementation of curricular programs, and measure professional growth and development and level of performance of administrators. The evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance.~~

~~The evaluation process shall provide for:~~

- ~~1. Cooperative planning of job performance objectives by administrator and evaluator.~~
- ~~2. Evaluation in relation to job description and objective accomplishments.~~
- ~~3. Means for self evaluation.~~

~~The Board shall consult with District administrators, parents, and the advisory school district personnel performance evaluation council when developing the process for evaluation of administrators.~~

~~All certificated or licensed administrators or principals that administer, direct, or supervise the instructional program ("instructional administrators"), shall be evaluated consistent with state law.~~

~~The basic requirements of the evaluation system as it pertains to instructional administrators shall be:~~

- ~~1. All licensed administrators shall be regularly evaluated by a supervisor possessing a principal or administrator license issued by the Colorado Department of Education or such supervisor's designee, who has received, education and training in evaluation skills approved by the Colorado Department of Education which will enable them to make fair, professional and credible evaluations of the personnel whom they are responsible for evaluating.~~
- ~~2. Evaluations shall be conducted using multiple fair, transparent, timely, rigorous and valid methods and shall be based on predetermined written criteria which pertain to the administrator's position.~~
- ~~3. Standards for satisfactory performance of administrators and criteria which can be used to determine whether performance meets such standards shall be~~

~~developed. The district personnel performance evaluation council shall be an active participant in the development of standards of performance.~~

- ~~4. All evaluation standards and criteria shall be given in writing to all administrators and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~
- ~~5. The system shall identify the various methods which will be used for information collection during the evaluation process such as direct and informal observation and peer, parent, or student input obtained from standardized surveys. All data on which an evaluation judgment is based will be documented to the extent possible and available for the administrator's review.~~
- ~~6. The evaluation system shall specify the frequency and duration of the evaluation process which shall be on a regular basis to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Administrators in their first three years of performance in a position and administrators who are on remediation plans shall receive at least two documented observations each year and a written summative evaluation. All other administrators shall receive at least one documented observation and a written summative evaluation yearly.~~

~~The administrator concerned shall have an opportunity to review the document with the supervisor who makes the evaluation, and both shall sign it and receive a copy. The evaluation document shall be reviewed by a supervisor of the evaluator whose signature also shall appear on it. If the Chief Education Officer is the evaluator, the signature shall be that of the president of the Board.~~

~~If the administrator disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation~~

- ~~7. All written evaluation reports shall be specific as to performance strengths and weaknesses, specifically identify when a direct observation was made, identify data sources, and contain a written professional growth plan. The written professional growth plan shall be specific as to what improvements if any are needed in performance.~~
- ~~8. The system shall contain a process which shall be followed when an administrator's performance is deemed unsatisfactory. In accordance with state law, this process shall provide for a notice of deficiencies, a remediation plan, and an opportunity to correct the deficiencies.~~

~~The District shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No~~

~~minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.~~

~~The Chief Education Officer, or designee shall make regular reports to the Board concerning the outcome of administrator evaluations.~~

~~Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy, or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions-prerequisite relative to renewal of contracts, transfer, assignment, dismissal, or other employment decisions relating to school personnel.~~

~~Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure or failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status or assignment under the terms of the employment contract and state law. The content of the evaluation, the ratings given, and any improvement or remediation plan shall not be grievable under the district's formal grievance process.~~

~~All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law.~~

~~Adopted: February 27, 1986.~~

~~Revised: September 3, 1998.~~

~~Revised: October 1, 1998.~~

~~Revised: April 2, 2001.~~

~~Revised: December 9, 2010.~~

~~Revised: August 11, 2011.~~

~~LEGAL REFS.: C.R.S. 22-9-101 et seq. (Certificated Personnel Performance Evaluation Act)
C.R.S. 22-32-126 (Principals—employment and authority)
C.R.S. 22-63-301 (Grounds for dismissal)
C.R.S. 22-63-302(8) (Procedure for dismissal—judicial review)~~

~~CROSS REFS.: BDFA, District Personnel Performance Evaluation Council
GCOE, Evaluation of Evaluators
GCQF, Discipline, Suspension, and Dismissal of Professional Staff
Members (And Contract Nonrenewal)~~

RECOMMENDED FOR REPEAL

~~Evaluation of Administrative Staff~~

~~Evaluations will be conducted in accordance with state law and Board policy to assist certificated/licensed administrators in developing and strengthening their professional abilities, improve instruction, enhance the implementation of programs in the curriculum, and measure the professional growth and development and level of performance of administrators. Evaluations shall serve as the measurement of satisfactory performance for administrators and documentation for dismissal under state law, if applicable.~~

~~Even though the evaluation process is designed to encourage and assist administrators to perform at a level consistent with the district's standards, the evaluator, or the Chief Education Officer if not the evaluator, may recommend to the Board of Education that changes be considered in contract status or assignment.~~

~~The procedures necessary to administer and implement the District's evaluation policy are as follows:~~

~~Initial requirements~~

~~All licensed administrators will be evaluated. An organization chart or comparable document will be prepared to identify the evaluator by title or position for each administrator. The chart will indicate which position(s) each evaluator will evaluate and which supervisor is responsible for evaluating the evaluator.~~

~~Evaluations will be made by the administrator's supervisor, who shall possess a principal or administrator license issued by the Colorado Department of Education or the supervisor's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education. If the Chief Education Officer is the evaluator, the Board of Education will perform all duties of the supervisor of the evaluator.~~

~~A job description will be developed for each administrative position. The administrator annually will establish job performance objectives in cooperation with the evaluator.~~

~~Written standards for satisfactory performance will be developed as well as criteria to be used to determine whether an administrator's performance meets district standards. The district personnel performance evaluation council will actively participate in the development of the standards.~~

~~Other criteria will be developed for evaluation of each position prior to the evaluation. The criteria will relate to the particular position as set forth in the individual's job description and any outcomes which are expected from the position.~~

~~Information will be made available to each administrator about the evaluation system, the evaluation policy and procedure, and the responsibilities of the evaluator and administrator. In addition, all evaluation standards and criteria shall be given in writing to all instructional administrators and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~

Information collection

~~The evaluator will use the most appropriate means of data collection available to assess the administrator's performance. The data collected primarily will be based on direct observation when appropriate and/or first hand knowledge of the administrator's performance.~~

~~Each principal's evaluation may include input from the teachers employed in the principal's school and may include input from students and parents. The information from teachers, students and parents shall remain anonymous and confidential. No evaluation information will be gathered by electronic devices without the consent of the administrator.~~

~~The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgments. The administrator's self-evaluation also will be considered as a source of information during the evaluation process.~~

Frequency and duration

~~Administrators in their first three years of performance in a position and administrators who are on remediation plans shall receive at least two documented observations each year and a written summative evaluation. All other administrators shall receive at least one documented observation and a written summative evaluation yearly.~~

~~Variations will be permitted in this evaluation schedule, whether requested by the evaluator or administrator, only when the administrator is notified by the evaluator in writing that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system.~~

~~A report shall not be written until any required observations and data collection are completed. Minor adjustments and variations in the process will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected from which reliable findings and conclusions may be drawn.~~

~~All evaluations will be completed before April 15 of each school year.~~

Documentation

~~The evaluator will prepare a written evaluation report at the conclusion of the evaluation process, which will include the following:~~

- ~~1. A professional growth plan which is specific as to what improvements, if any, are needed in the performance of the administrator and which clearly sets forth recommendations for improvements including recommendations for additional education and training during the administrator's recertification process.~~
- ~~2. Specific information about the strengths and weaknesses in the performance of the administrator.~~
- ~~3. Documentation identifying when a direct observation was made.~~
- ~~4. Identification of all data sources.~~

~~The evaluation report will be discussed with the administrator. Both the evaluator and the administrator will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the administrator disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation to the evaluation.~~

~~Each report will be reviewed and signed by a supervisor of the evaluator.~~

~~The evaluator will maintain a cumulative file of all pertinent data relating to each administrator's evaluation, including the evaluation report. This file will be available for the administrator's review and will include any written comments or documents submitted by the administrator.~~

Unsatisfactory performance

~~An administrator whose evaluation indicates performance is unsatisfactory will be given:~~

- ~~1. a notice of deficiencies;~~
- ~~2. A remediation plan developed by the evaluator and the administrator;~~
- ~~3. A reasonable period of time to correct the deficiencies; and~~
- ~~4. A statement of resources and assistance, including professional development opportunities, available to help the administrator achieve a satisfactory rating in the next evaluation.~~

~~Further evaluations of an administrator on a remediation plan will occur on a different cycle than the annual evaluation, if necessary.~~

~~If the administrator's next evaluation shows the administrator is performing satisfactorily, no further action need be taken.~~

~~If the administrator's next evaluation indicates the administrator still is not performing satisfactorily, the evaluator either will make additional recommendations for improvement or take any necessary steps to recommend dismissal or other appropriate action.~~

Appeal

~~The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.~~

~~The administrator may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.~~

~~Some flexibility is necessary for proper administration of the evaluation system. Minor deviations or variances in the procedures will be allowed as long as the variances do not result in significant hardship for or malicious treatment of the administrator.~~

~~Adopted: February 27, 1986.
Revised: September 3, 1998.
Revised: October 1, 1998.
Revised: April 2, 2001.
Revised: December 9, 2010.
Revised: August 11, 2011.~~



BOARD OF EDUCATION AGENDA ITEM 10.01

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Peter Hiltz
TITLE OF AGENDA ITEM:	Executive Session: Pursuant to CRS 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification;
ACTION/INFORMATION/DISCUSSION:	Other Business

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness			

FUNDING REQUIRED: Yes No **X**

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to go into Executive Session pursuant to CRS 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: December 3, 2013



BOARD OF EDUCATION AGENDA ITEM 10.02

BOARD MEETING OF:	December 12, 2013
PREPARED BY:	Paul Andersen, Personnel Director
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Licensed Personnel
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

District administration has concluded a thorough investigation of alleged misconduct by a high school teacher. Administration is prepared to present a recommendation to the Board of Education regarding this matter.

RATIONALE:

The Board of Education holds final authority to affirm or reject administrative recommendations for personnel actions.

RELEVANT DATA AND EXPECTED OUTCOMES:

The recommended action is dismissal of the subject teacher for the actions disclosed in executive session.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance		Staff Empowerment and Support	
Parent/Community Engagement		Social and Ethical Responsibility	X
Operational Efficiency and System Effectiveness			

FUNDING REQUIRED: Yes ____ No ____

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the personnel action as recommended by the Chief Education Officer.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 6, 2013