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### **Mission Statement**

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

***ANNOUNCEMENT/NOTICE***  
**BOARD OF EDUCATION WORK SESSION**  
**RESCHEDULED March 30, 2016**  
**6:30 p.m.**  
**Education Service Center – Board Room**

**PURPOSE:**

1. New Job Description, Early College Executive Principal (5 minutes)
2. JLCDB Compassionate Administration of Therapeutic Cannabinoid Products on District Property (“Jax’s Policy”) (10 minutes)
3. Instructional Technology Report (10 minutes)
4. Convert Supplies & Fees at Title I Schools (5 minutes)
5. School Improvement Plans
  - a. District and School Unified Improvement Plans (15 minutes)
  - b. School Health Improvement Plans (5 minutes)
6. Gifted Program Performance Report (10 minutes)
7. Budget Focus for 2016-17 School Year and Legislative Update (10 minutes)
8. 2016 Election Planning (5 minutes)
9. Monthly Financial Report (5 minutes)
10. School Accountability Committee Actions (10 minutes)
11. Chief Education Officer’s 2016 Performance Evaluation Metrics (10 minutes)
12. Monthly Chief Officer Reports (10 minutes)
13. Policy and Procedure Review (10 minutes)
  - a. ADD, ADD-R, ADD-E Safe Schools
  - b. BHC Board Communications with Staff
  - c. CC Administrative Organization
  - d. CH Policy Implementation
  - e. CHD Administration in Absence of Policy
  - f. EI Insurance Program Risk Management
  - g. GBGD, GBGD-R Workers’ Compensation
  - h. GCGC, GCGC-R Job Sharing in Professional Staff Positions

DATE OF POSTING: March 23, 2016

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Donna Richer  
Executive Assistant to the Board of Education

## **BOARD OF EDUCATION AGENDA ITEM 1**

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Andy Franko, iConnect Zone Leader
<b>TITLE OF AGENDA ITEM:</b>	Executive Principal Job Description
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** As indicated in the Pikes Peak Early College application and iConnect Zone reorganization proposal, a new job description of Executive Principal is necessary to fulfill the requirements of duties to be assigned.

**RATIONALE:** A principal of an online/blended early college is inherently different from that of a brick and mortar principal. In addition, this position will encompass responsibilities of online/blended oversight beyond Pikes Peak Early College alone.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

#### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Major impact
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Major impact

### **FUNDING REQUIRED:**

### **AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After discussion, move this item for action at the April 14<sup>th</sup> board meeting.

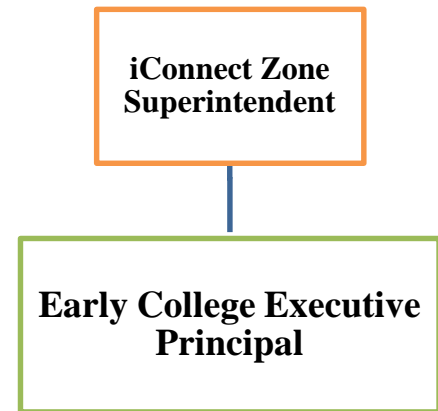
**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 10, 2016

## EARLY COLLEGE EXECUTIVE PRINCIPAL

<b>Job Title:</b>	Early College Executive Principal
<b>Initial:</b>	March 1, 2016
<b>Revised:</b>	
<b>Work Year:</b>	220 Calendar Days
<b>Office:</b>	Education
<b>Department:</b>	iConnect Zone
<b>Reports To:</b>	iConnect Zone Superintendent
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Administrative Salary Schedule

### Related Organization Chart



**SUMMARY:** The Executive Principal of Pikes Peak Early College (PPEC) will oversee the primary operations of the school, organize and maintain partnerships with higher education institutions, manage and evaluate the PPEC staff, and serve as the instructional leader for the school. In addition, the Executive Principal will develop and manage blended and online instructional plans within the district.

### ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Serves as an instructional leader by coordinating the development of and monitoring the implementation of the school improvement plan in accordance with the district mission.
- Recommends for hire, supervises, and evaluates all staff assigned to the school.
- Develops and monitors all members of the staff to build their capacity to meet the learning needs of the students by monitoring achievement and the goals established toward meeting School Improvement Plan.
- Develops and implements an imbedded collaborative professional learning model that focuses on improving instructional practices and increasing student achievement.
- Uses data to analyze and plan for differentiated support for staff and students.
- Monitors, implements, and supports Board policies; state and federal statutes and regulations to include attending special education staffing, and IEP meetings.
- Develops and implements a school wide plan to ensure the safety of students and staff in accordance with established District policies and procedures.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- 
- Performs a wide range of managerial responsibilities including, but not limited to staffing, scheduling, budget, technology, and facilities.
  - Coordinates and facilitates processes and meetings by being instrumental in bringing people and resources together and actively engage in district meetings.
  - Communicates and collaborates with families and community members; responds to diverse community interests and needs; and mobilizes community resources.
  - Supports and supervises quality extracurricular and co-curricular activities.
  - Perform other duties as assigned.

**Supervision & Technical Responsibilities:**

- This position has direct supervisory responsibility, to include hiring, evaluating and managing the performance of, all staff assigned to the school.

**Budget Responsibility:**

- Solely responsible for developing, administering, monitoring and coordinating the assigned school's budget. Develop and administer district account allocations. Develop and monitor grants awarded to the school site.

**QUALIFICATIONS**

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

**Education & Training:**

- Master's degree in Education Administration or Curriculum Leadership

**Experience:**

- Over 5 years of experience in building administration and 3 years of classroom teaching and leadership experience

**Knowledge Skills & Abilities:**

- Extensive knowledge of online/blended learning, organizational leadership, and education management
- Knowledge of graduation requirements, college readiness, scholarship opportunities, and career preparedness
- Excellent oral and written communication and interpersonal relation skills, including public speaking
- Basic math, accounting, and budgeting skills
- Customer service, public relations, and personnel management skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability and willingness to be on call and/or respond to calls 24/7
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Advanced proficiency in the use of personal computers, common software applications including Microsoft Office Suite, and web applications

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

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**Certificates, Licenses, & Registrations:**

- Colorado Principal's License
- Criminal background check required for hire
- Valid Colorado driver's license required for hire

**OTHER WORK FACTORS**

The physical demands, work environment factors and mental functions described herein are representative of those that employee must meet to successfully perform the essential functions of this job.

**Physical Demands:** While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

**Work Environment:** While performing the duties of this job, the employee will work primarily in a usual office or school environment.

**Mental Functions:** While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

## **BOARD OF EDUCATION AGENDA ITEM 2**

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Dr. Louis L. Fletcher, Director of Culture and Services
<b>TITLE OF AGENDA ITEM:</b>	Compassionate Administration of Therapeutic Cannabinoid Products on District Property (Jax's Policy)
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Cannabinoid products have demonstrated the ability to calm seizures and soothe pain for individuals with various medical conditions. These products are derived from the cannabis plant, but do not have the same active properties (THC) as their federally scheduled counterparts. Hence, they represent therapeutic products that can be used on district property to compassionately treat students who regularly suffer from seizures or other physical manifestations caused by medical conditions.

**RATIONALE:** The state of Colorado has enacted statutes to permit administration of cannabinoid products in public schools by parents, guardians, or medical professionals. The Colorado Association of School Boards (CASB) has also published a model policy on the use of the aforementioned products. Although the Federal government has not explicitly endorsed the use of cannabinoid products, it took no action when the state of Maine fostered compassionate use in school districts.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Parents are either forced to transport severe needs students off district property or clandestinely add cannabinoid substances to student's food or drink under the current policy, which puts both the parents and students at risk. The district expects to be able to resolve the latter practices and foster a compassionate environment, which respects the needs of a disenfranchised group of students.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	In the district's trusted role of 'loco parentis' it must provide for the welfare of all students. Compassionate administration decreases the overall stress on students and their families.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	This process respects policy issues that reached the level of BOE involvement. Likewise through research and community-based activism, the district advocated for its students through CASB.
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The best districts approach issues with transparency, respect, caring, and accountability; District 49 exemplified all of the latter.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	If schools are to be distinct and exceptional, then they must also be inclusive and empathetic to the needs of students and families.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Flexibility is the key to success; therefore, districts must recognize when policies are no longer meeting the original intent and customize guidance to foster an improved environment.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move this item for action at the regular board meeting in April.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 16, 2016



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Compassionate Administration of Therapeutic Cannabinoid Products on District Property (Jax's Policy)</b>
Designation	<b>JLCDB</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

The Board strives to honor families' private medical decisions while ensuring a learning environment free of significant disruption. To accomplish these goals, the district restricts the administration of prescription medications, including cannabinoid products, during school hours unless administration cannot reasonably be accomplished outside of the school day.

Administration of cannabinoid products to qualified students on district property shall be in accordance with this policy. This policy does not apply to administration of any other prescription or nonprescription medications; administration of all other prescription and nonprescription medications to students on district property during school hours shall be in accordance with existing Board policies and all other applicable laws.

### Definitions

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

1. "Qualified student" means a student who holds a valid registration from the state of Colorado for use of cannabinoid products and for whom the administration of cannabinoid products cannot reasonably be accomplished outside of school hours.
2. "Designated location" means a location identified in writing by the school district in its sole discretion and may include a location on school grounds, upon a school bus, or at any school-sponsored event on school or district property.
3. "Medical professional" means an individual licensed under article 36 or article 38 of title 12, C.R.S.
4. "Permissible form of cannabinoid products" means non-inhalable (smoke or vapor) products such as oils, tinctures, edible products or lotions that can be administered and fully ingested or absorbed in a short period of time that are not otherwise intended for recreational use. Patches or other forms of administration that continue to deliver cannabinoid products to a student while at school are not permitted. Forms of cannabinoid products not included in this definition may be proposed by the qualified student's parent/guardian to the chief education officer, or designee, who may authorize such a request after consultation with appropriate medical personnel chosen by the district.

### Permissible administration of cannabinoid products to a qualified student

A student's parent, guardian, or a medical professional may administer a permissible form of cannabinoid products to a qualified student on district property if all of the following criteria are met:

1. The administering parent or guardian shall be the qualified student's primary caregiver or the administering medical professional must be employed specifically to assist the qualified student in the administration of cannabinoid products.
2. A written statement signed by the qualified student's parent/guardian must be on file which assumes all responsibility for ensuring the individual administering the permissible form of cannabinoid product is qualified to perform the task, assumes all responsibility for the administration, maintenance and use under

state and federal law, and releases the district from liability for any injury arising out of the administration of cannabinoid products on district property;

3. The parent/guardian shall be responsible for providing the permissible form of cannabinoid products to be administered to the qualified student; and

4. The school district determines, in its sole discretion, that a location and method of administration of cannabinoid products are available that do not create significant risk to other students.

5. A written plan that identifies the form, location(s), and any protocol regarding the administration of a permissible form of cannabinoid products to a qualified student shall be on file with the school.

6. The written plan for cannabinoid product administration is signed by the school nurse, school administrator, the qualified student (if capable), and the qualified student's parent/guardian.

School personnel shall not administer, hold or store overnight any cannabinoid products in any form.

This policy conveys no right to any student or to his or her parents/guardians or medical professional(s) to demand access to any general or particular location on school or district property to administer cannabinoid products.

Student possession, use, distribution, sale or being under the influence of cannabinoid products inconsistent with this policy may be considered a violation of Board policy concerning drug and alcohol involvement by students or other Board policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

If the Federal Government requests that the district cease and desist execution of activities under this policy at the hazard of losing federal funding, the district will comply with the federal guidance immediately.

- Adopted: April 14, 2016

#### LEGAL REFS:

- C.R.S. 22-1-119.3 (*no student possession or self-administration of marijuana, but policy can permit assisted administration*)
- C.R.S. 12-36-102.5 (*licensing of physicians*)
- C.R.S. 12-38-103 (*licensing of nurses*)

#### CROSS REFS:

- JICH, Drug and Alcohol Involvement by Students
- JKD/JKE, Suspension/Expulsion of Students
- JLCD, Administering Medications to Students
- JLCE, First Aid and Emergency Medical Care



### **BOARD OF EDUCATION AGENDA ITEM 3**

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	John Litchenberg, Instructional Technology Specialist
<b>TITLE OF AGENDA ITEM:</b>	Instructional Technology Report
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** This is a brief update on the state of instructional technology in D49. We have made some specific investments in software and hardware that will soon realize their full potential with the opportunities presented in personalized learning and staff development. As a district we are ahead of other districts in addressing the pending state legislation on student data privacy.

**RATIONALE:** D49 has a variety technology initiatives across our zones. Our focus is on the skills needed to create engaged learners in our classrooms rather than the brand name or label on the product used by students and staff.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

#### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Our IT services and instructional technology work together to make D49 one of the most flexible and resilient districts, operating at the leading edge of 21 <sup>st</sup> century learning.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 16, 2016

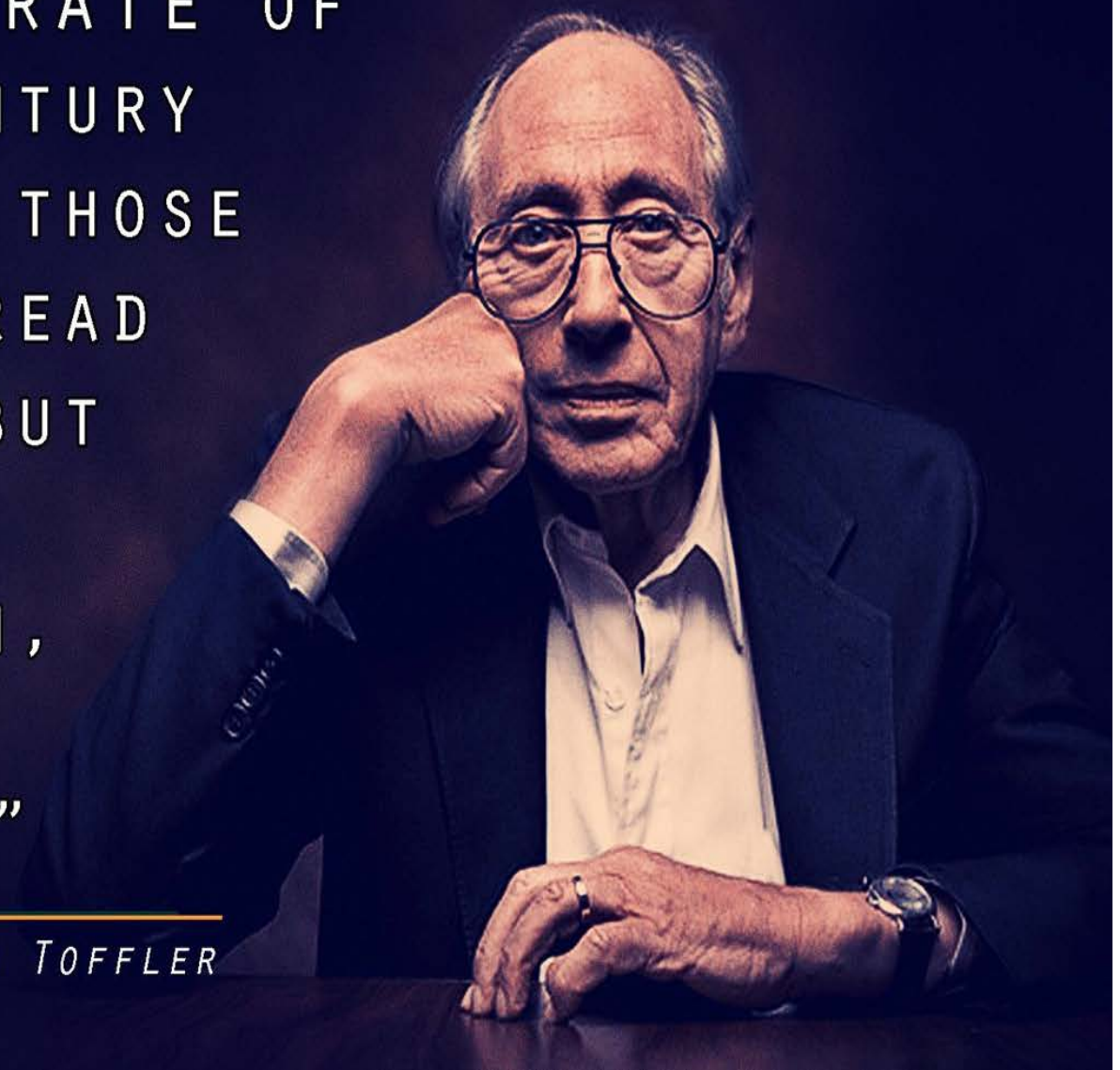
# Instructional Technology

How do we create learners?

“THE ILLITERATE OF  
THE 21ST CENTURY  
WILL NOT BE THOSE  
WHO CANNOT READ  
AND WRITE, BUT  
THOSE WHO  
CANNOT LEARN,  
UNLEARN,  
AND RELEARN.”

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~ALVIN TOFFLER

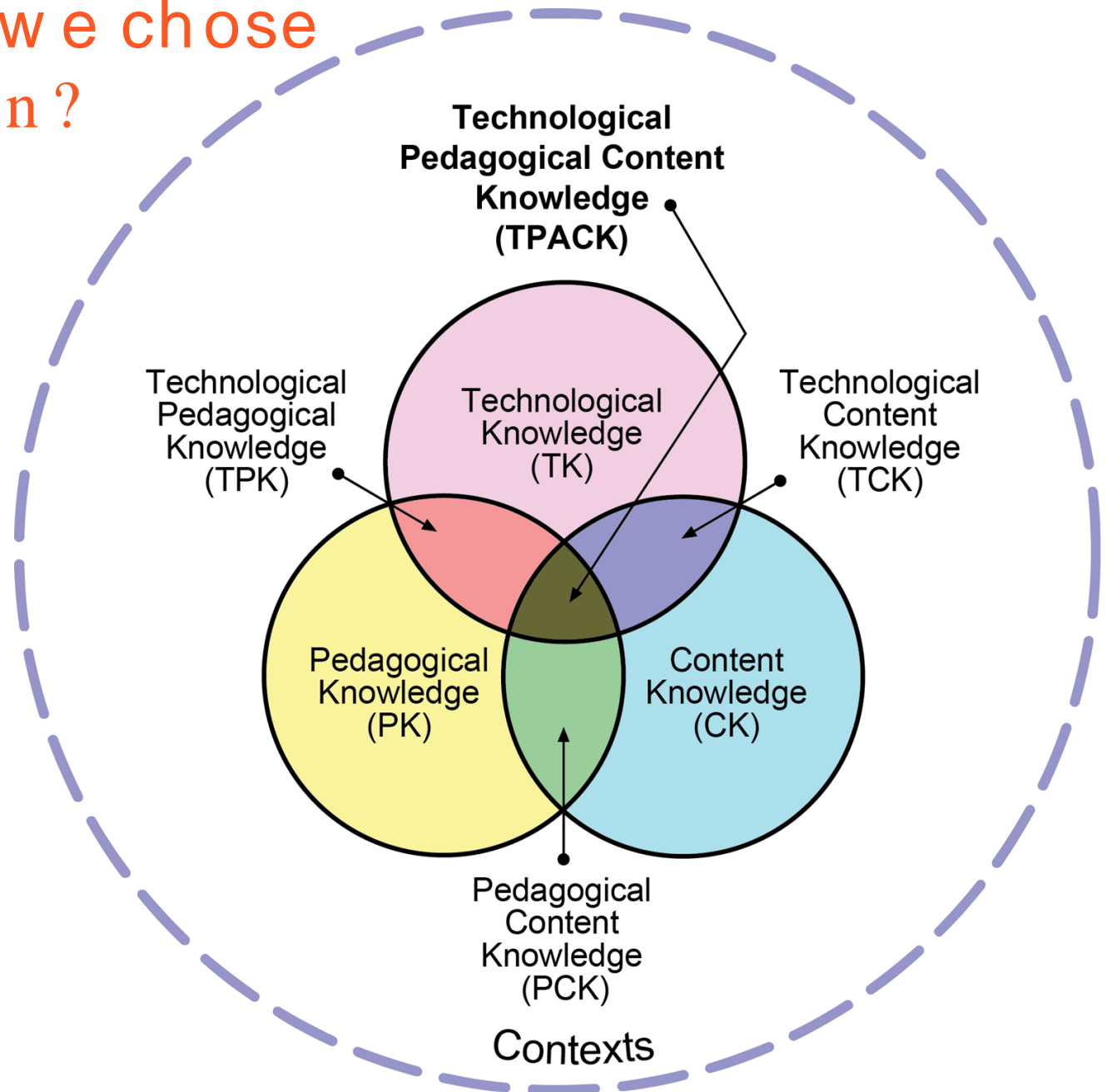


A look at the  
world around  
us ...

THE INTERNET... IN REAL TIME

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What do we chose  
to focus on?



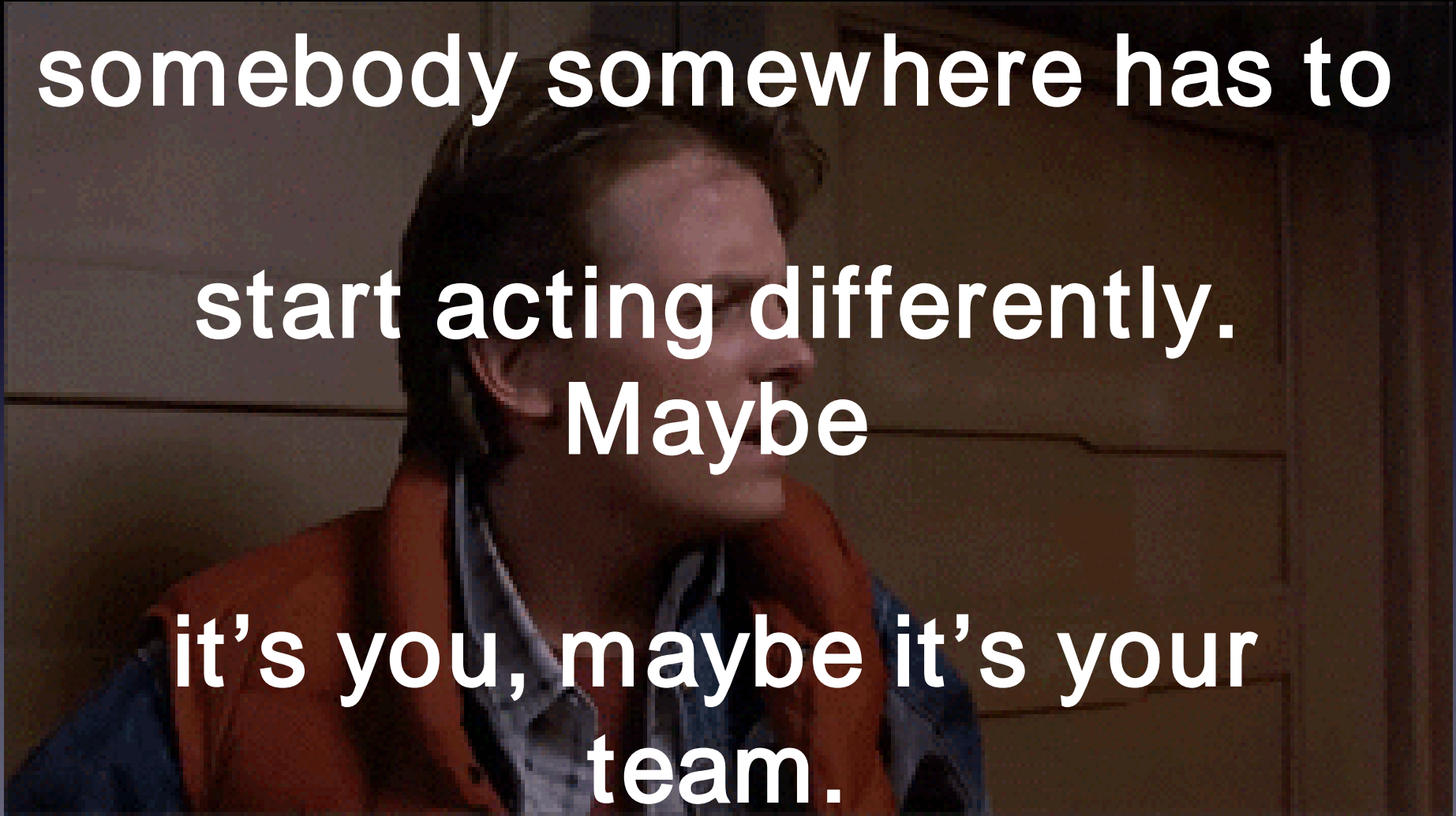
For things to change,

somebody somewhere has to

start acting differently.

Maybe

it's you, maybe it's your  
team.





EdCamp



EdCamp



EdCamp

We invite you to join us for the 1st Annual  
EdTechTeam Colorado Springs Summit Featuring  
Google for Education

In Partnership With



EdTechTeam and Vista Ridge High School will also  
be hosting an iOS Summit on July 18

CO GAFE Summit













CO GAFE Summit



# Rocket

Lightspeed Rocket

## Recent Search Queries

-  **Newton's Law videos**  
lightspeed\diene at 03:59 PM
-  **What is infinity?**  
lightspeed\woody at 03:59 PM
-  **Math lessons**  
lightspeed\woody at 03:59 PM
-  **Christopher Columbus**  
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-  **Gymnastics clubs**  
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-  **Spelling games**  
lightspeed\cliff at 03:58 PM
-  **Tips for remembering names**  
lightspeed\sam at 03:58 PM
-  **MyBigCampus**  
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-  **Making friends**  
lightspeed\sam at 03:57 PM
-  **Best books for 8 year old girls**  
lightspeed\sam at 03:57 PM

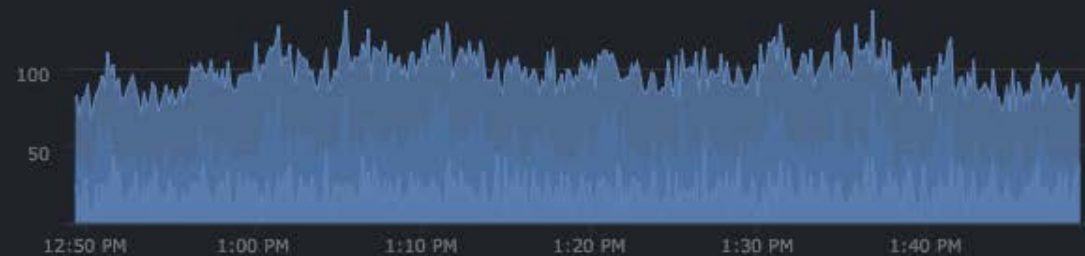
## Network Traffic

Show ☒ Hide

### Throughput



### Requests





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## Blocked URL Notification: Feb 11

5 messages

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[claytonkenanek2000@gmail.com](mailto:claytonkenanek2000@gmail.com)  
[claytonkenanek2000@gmail.com](mailto:claytonkenanek2000@gmail.com)>  
To: [jlitchenberg@d49.org](mailto:jlitchenberg@d49.org)

This is a notification of a blocked URL which the user believes should not be blocked. Submitted: 02/11/16

Full URL: [www.pandora.com/](http://www.pandora.com/)  
Blocked URL: [pandora.com](http://pandora.com)  
Category: audio-video

=== IDENTITY DATA =====

Server's IP Address: [REDACTED]  
Client's IP Address: [REDACTED]  
Client's Device ID:  
00000000-0000-0000-0000-000000000000  
Client's Host Name: [REDACTED]  
Client's User Name: [REDACTED]  
Client's Email: [claytonkenanek2000@gmail.com](mailto:claytonkenanek2000@gmail.com)  
Reason for review: this should be reviewed cause it is not a bad site to use some people use music to help support their work so it helps them work a lot better.

Full URL: [www.pandora.com/](http://www.pandora.com/)

Blocked URL: [pandora.com](http://pandora.com)

Category: audio-video

=== IDENTITY DATA =====

Server's IP Address: [REDACTED]

Client's IP Address: [REDACTED]

Client's Device ID:

00000000-0000-0000-0000-000000000000

Client's Host Name: [REDACTED]

Client's User Name: [REDACTED]

Client's Email: [\[REDACTED\]@gmail.com](mailto:[REDACTED]@gmail.com)

Reason for review: this should be reviewed cause it is not a bad site to use some people use music to help support their work so it helps them work a lot better.

**John Litchenberg** <jlitchenberg@d49.org>

To: [REDACTED]@gmail.com

I agree. However, if all 15k people start using it, the internet will slow down to a crawl for everyone.

Lightspeed Rocket

To: John Litchenberg <jlitchenberg@d49.org>

okay im sorry you do have a valid point there and also do you think that the students should get their own wireless connection to the wifi on there own thing for the school

[Quoted text hidden]

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**John Litchenberg** <jlitchenberg@d49.org>

~~For Clayton Rennerick <claytonrennerick2000@gmail.com>~~

I absolutely want students to be able to connect any device they bring to our network. We have been working hard to upgrade our equipment so when the day comes and we ask students to connect, everything works right from the start. Other districts have tried and failed so we want to be the first to get it right the first time.

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 <[redacted]@gmail.com>  
To: John Litchenberg <jlitchenberg@d49.org>

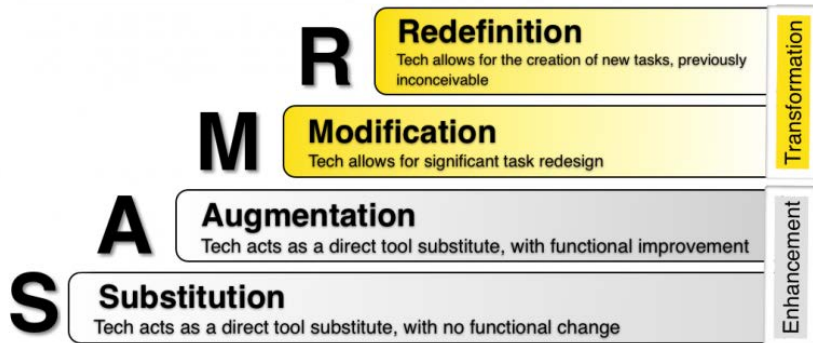
okay thanks and I hope it works out as you need it to work so that the students can have access to education tools need thru the internet like for example [www.tutor.com](http://www.tutor.com) and other websites.

Again thanks and have a good rest of your day Mr. Litchenberg

[Quoted text hidden]

# What does a good unit/lesson plan have?

## The SAMR Model



Levels of Technology Integration into the Curriculum

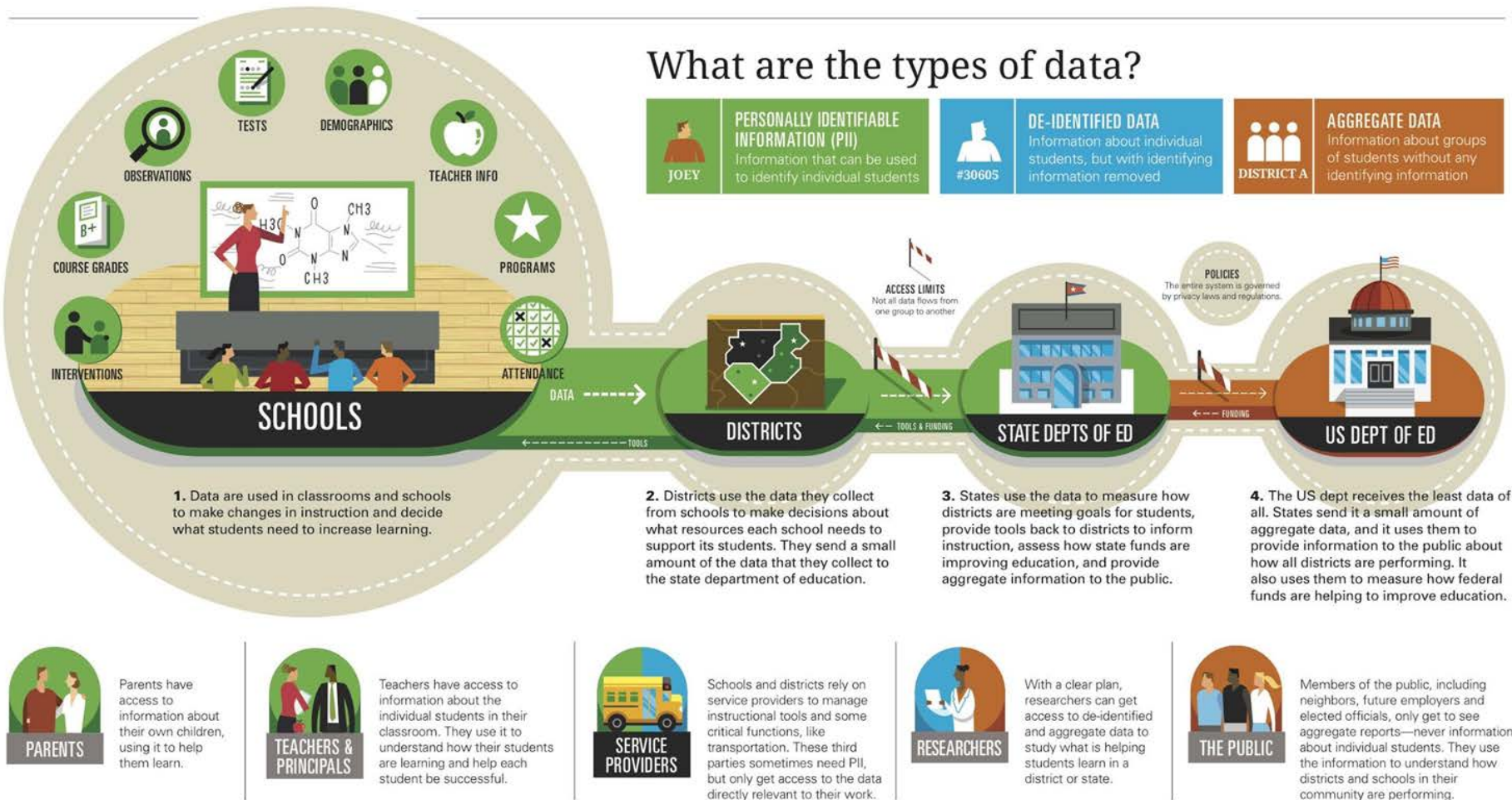
	Entry	Adoption	Adaptation	Infusion	Transformation
<b>Active</b> Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Information passively received ...more	Conventional, procedural use of tools ...more	Conventional independent use of tools; some student choice and exploration ...more	Choice of tools and regular, self-directed use ...more	Extensive and unconventional use of tools ...more
<b>Collaborative</b> Students use technology tools to collaborate with others rather than working individually at all times.	Individual student use of tools ...more	Collaborative use of tools in conventional ways. ...more	Collaborative use of tools; some student choice and exploration ...more	Choice of tools and regular use for collaboration ...more	Collaboration with peers and outside resources in ways not possible without technology ...more
<b>Constructive</b> Students use technology tools to connect new information to their prior knowledge rather than to passively receive information.	Information delivered to students ...more	Guided, conventional use for building knowledge ...more	Independent use for building knowledge; some student choice and exploration ...more	Choice and regular use for building knowledge ...more	Extensive and unconventional use of technology tools to build knowledge ...more
<b>Authentic</b> Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.	Use unrelated to the world outside of the instructional setting ...more	Guided use in activities with some meaningful context ...more	Independent use in activities connected to students' lives; some student choice and exploration ...more	Choice of tools and regular use in meaningful activities ...more	Innovative use for higher order learning activities in a local or global context ...more
<b>Goal Directed</b> Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Directions given, step-by-step task monitoring ...more	Conventional and procedural use of tools to plan or monitor ...more	Purposeful use of tools to plan and monitor; some student choice and exploration ...more	Flexible and seamless use of tools to plan and monitor ...more	Extensive and higher order use of tools to plan and monitor ...more

# What does a good unit/lesson plan have?

1. Did the assignment build capacity for critical thinking on the web?
2. Did the assignment develop new lines of inquiry?
3. Are there opportunities for students to make their thinking visible?
4. Are there opportunities to broaden the perspective of the conversation with authentic audiences from around the world?
5. Is there an opportunity for students to create a contribution (purposeful work)?
6. Does the assignment demo “best in the world” examples of content and skill?

# Who uses student data?

Most personal student information stays local. Districts, states, and the federal government all collect data about students for important purposes like informing instruction and providing information to the public. But the type of data collected, and who can access them, is different at each point. From schools to the U.S. Department of Education, see how student data are—and are not—accessed and used.



**"People don't buy what you do,  
they buy why you do it."**

**- Simon Sinek**



## BOARD OF EDUCATION AGENDA ITEM 4

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Peter Hilts, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	Convert Supplies to Fees at Title I Schools
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Schools typically publish school supply lists that transfer responsibility to parents to purchase and assemble a pack of supplies when school starts. In addition to the cost, parents also invest time and attention to assemble the proper items.

**RATIONALE:** Converting the supply list to a fee has three benefits:

1. The actual cost to parents will be lower. We project a fee of approximately \$43, which saves an average of \$6 per parent.
2. Parents will not have to visit multiple stores to accumulate the proper supplies.
3. By characterizing these supplies as a fee, principals may support students who are eligible for free or reduced lunch prices by reducing or waiving the fees.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

#### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Providing cost and time savings to parents demonstrates trustworthy stewardship.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	When all students have the supplies they need, they can focus on learning.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Approve the conversion of supply lists to fees at the April Regular meeting. Permit, but do not require Title I schools to participate in this conversion as an innovation initiative.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 17, 2016



## **BOARD OF EDUCATION AGENDA ITEM 5.a**

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Amber Whetstone, Executive Director of Learning Services
<b>TITLE OF AGENDA ITEM:</b>	District and School Unified Improvement Plans
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** In our quest toward Performance Excellence, the Unified Improvement Plan (UIP) serves as our key process for improving student achievement in our schools. Each school has been working on analyzing achievement data and implementing actions to continually improve student learning. These actions align with District Major Improvement Strategies; Primary Literacy, 49 Pathways, Alignment to Academic Standards and Professional Learning.

**RATIONALE:** The Board has requested frequent updates regarding the on-going UIP process. The UIP process supports our commitment to our Strategy of Culture and Continuous Improvement. The Board packet includes the District and each school's UIP, which must be annually approved by the Board of Education and submitted to the Department of Education for public viewing by April 15<sup>th</sup> as part of the accreditation process.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Presentation and supporting documents attached.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	The UIP process provides a template to prioritize resources aligned with improvement efforts.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Involving parents, community members and stakeholders is a critical element of UIP development and review.
<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	As we strive to be the best district to learn, work and lead, the UIP provides a framework for continuous improvement planning.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Leaders have autonomy to develop improvement strategies aligned with district strategic priorities and zone / school needs.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	The district and school UIPs include strategies to close achievement gaps for student subgroups.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to action for April 14<sup>th</sup> Regular Board Meeting

**APPROVED BY:** Peter Hilts, CEO

**DATE:** March 11, 2016



# Unified Improvement Planning Process

## Update to the Board of Education March 23, 2016

Presented by:

Amber Whetstine, Executive Director of Learning Services

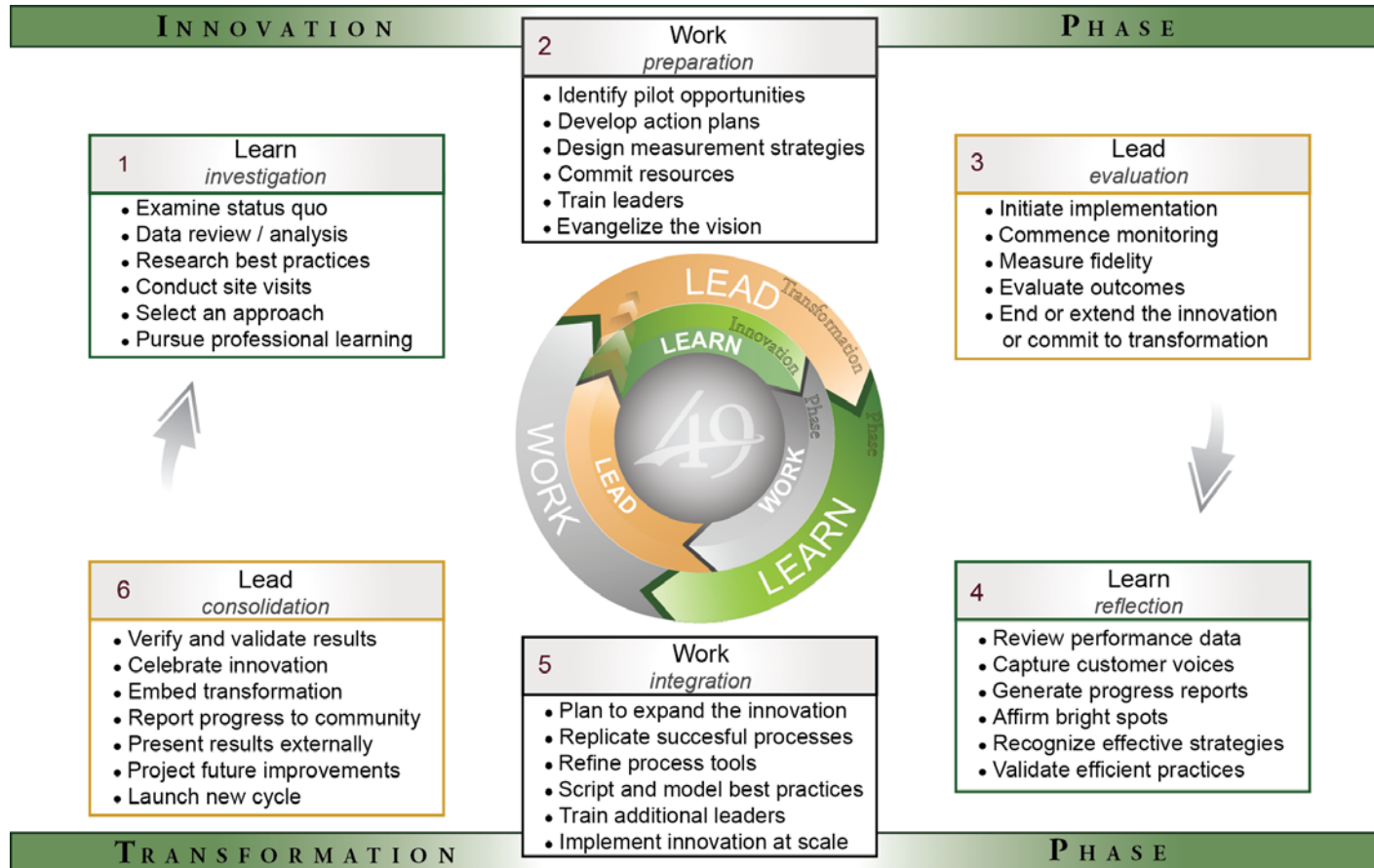
Julia Roark, Falcon Zone Leader

Mike Pickering, Power Zone Leader

Sean Dorsey, Sand Creek Zone Leader

Andy Franko, iConnect Zone Leader

# Process



The Best Choice to Learn, Work and Lead



# Percentile Rank



The Best Choice to Learn, Work and Lead



# Percentile Rank



Score Distributions



# Major Improvement Strategies



## Primary Literacy

Commit to an intentional focus on primary literacy instruction in grades K-3 with a goal of ensuring all students read by the end of third grade



# Major Improvement Strategies



## 49 Pathways

Ensure all students are career and workforce ready by implementing individualized pathways for students



The Best Choice to Learn, Work and Lead

# Major Improvement Strategies



## Standards-Aligned Instruction

Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CA) with an appropriate level of rigor, depth of knowledge and application



The Best Choice to Learn, Work and Lead

# Major Improvement Strategies



## Professional Development

Continue to provide professional development for teachers and leaders to sustain instructional improvement efforts



The Best Choice to Learn, Work and Lead

# Falcon Zone



## Primary Literacy Initiative:

- Zone Goal of 90% of 3<sup>rd</sup> graders at DIBELS benchmark level
- Zone Improvement Plan Non-negotiables
  - Mandatory Reading Foundations training K-3
  - Sacred uninterrupted literacy time K-5
  - Embedded literacy instruction in all content areas K-12

## 49 Pathways Initiative:

- Zone Goal of Average 21 ACT Composite for 11<sup>th</sup> graders
- Zone Improvement Plan Non-negotiables
  - Actionable ICAP for every 6<sup>th</sup> – 12<sup>th</sup> grade student
  - Emphasis on “Everybody is Somebody” K-5
  - Equal opportunity for all pathways
  - Mastery of skills for ICAP

## Standards-Aligned Instruction & Professional Development:

- Classroom instruction That Works Professional Development K-8
- Zone Improvement Plan Non-negotiables
  - Communication and monitoring of effort and achievement
  - Intentional planning of research-based instructional practices
  - Posting of student-friendly learning objectives
  - Communication of the learning objective
  - Connection of the learning objective to prior and current lessons
  - Personalization by students of the learning objective

# Falcon Zone



## Falcon Elementary School

- Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade
- Develop and implement effective, timely intervention strategies for reading and writing

## Meridian Ranch Elementary School

- Increase the level of proficiency of male writers in order to close the 22% gap between the boy / girl subgroup in writing
- Raise the level of rigor in math in order to increase overall growth rates
- Close the Nonsense Word Fluency (from DIBELS Next) gap for all second grade students before they enter third grade

## Woodmen Hills Elementary School

- Ensure alignment of curricular resources to Colorado Academic and Common Core State Standards
- Provide research-based targeted interventions and professional development in supporting specific individual needs
- Increase knowledge of Common Core shifts and implementation of research-based instructional strategies

# Falcon Zone



## Falcon Middle School

- Implement best instructional practices to effectively differentiate instruction for all learners in the classroom
- Implement effective processes associated with 49 Pathways, including ICAP, to ensure students are exposed to course opportunities that focus on their learning interests and strengths

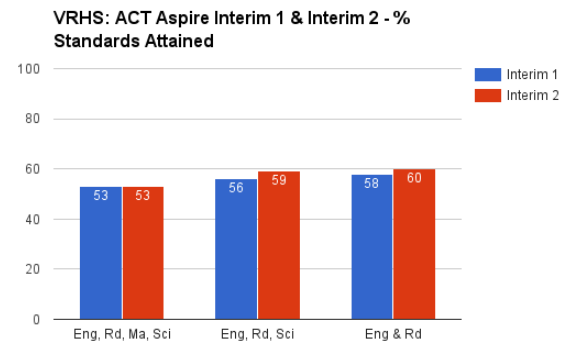
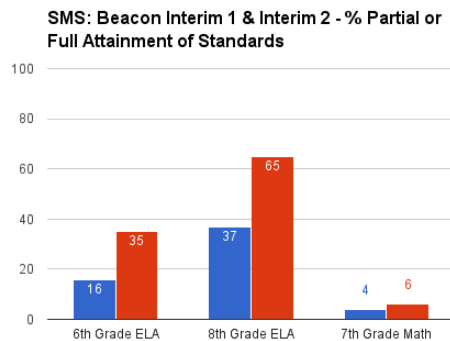
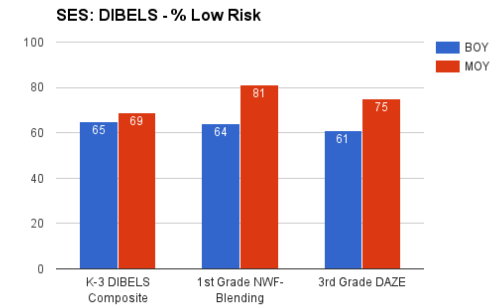
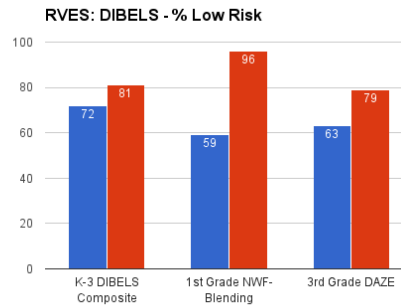
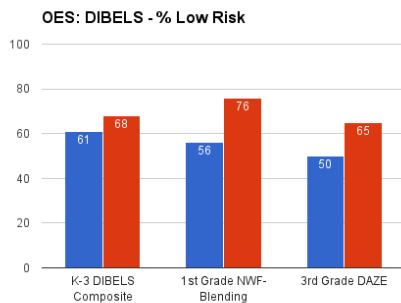
## Falcon High School

- Implement with fidelity the aligned and viable 9th - 11th grade math curriculum (Algebra I, Geometry, and Algebra II)
- Develop and deliver ACT preparation materials to improve knowledge and skills for all 11th graders prior to the 2016 ACT exam
- Develop and implement consistent policies and procedures for creating Individualized Education Plans for special education students to include goals tied to grade level standards

# Power Zone - Quantitative Outputs



Measuring the quantity of something rather than it's quality



The Best Choice to Learn, Work and Lead

# Power Zone – Qualitative Inputs



## Measuring the quality of something rather than it's quantity

- OES – Literacy Excellence Programming, Weekly Data Driven PLC Meetings Based on Weekly Interventionist Reports, CKLA Curriculum, Lexia Support, ELG Possibility
- RVES – Experienced Literacy Coach Support, Increased Oversight and Support for Reading Across School, Targeted Interventions, CKLA Curriculum, Lexia Support
- SES – Increased Progress Monitoring Accountability, Grade Level Reading Data Meetings, CKLA Curriculum, Lexia Support, ELG Possibility
- SMS – Process, Process, Process; Innovative Literacy Support Plan for 2016-17 SY – Includes Teacher PD and Increasing Accommodations; Scales; Vocabulary; Data
- VRHS – Increasing CE, 2 Rounds of Aspire Testing Driving Differentiated ACT Preparation, Teacher Coaching Increasing, More Scholarship Opportunities, Increasing Blended Opportunities 2016-17, Creating new courses based on ICAP

# Power Zone



## Odyssey Elementary School

- Ensure that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners and providing individualized instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise achievement in reading
- In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids' Hearts relational framework
- In order to maximize student learning potential, all staff will adhere to the Wellness Policy and will participate in the events coordinated by the Coordinated School Health Committee in conjunction with the Community First Committee

# Power Zone



## Ridgeview Elementary School

- Implement the use of Marzano's Instructional Framework and Educator Evaluation Model as a means to support educator effectiveness and instructional improvement
- Develop and use a collaborative process ensuring that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners
- Establish and maintain a positive learning environment by implementing the agreed upon expectations from the Capturing Kids' Hearts Relational Framework, thus maximizing student learning potential

## Stetson Elementary School

- Regularly bring teachers together in a collaborative process to examine the standards, prioritize Learning Evidence Outcomes, and ensure that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards while addressing the unique needs of every student
- Continue to refine the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement
- Teachers will establish and maintain a positive learning environment in classrooms and within the school as a whole. Our school wide expectations will be based on the Capturing Kid's Hearts relational frameworks

# Power Zone



## Skyview Middle School

- Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners
- Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement
- Establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational Framework and other positive culture building programs

## Vista Ridge High School

- Develop and use collaborative process that ensures all teachers are delivering instructional units and lessons aligned with the Colorado Content Standards while addressing all learners
- Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instruction improving the quality of instruction at all levels
- In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based on Capturing Kids Hearts

# Sand Creek Zone



## Evans International Elementary School

- Enhance and improve standards-based core reading, writing, and math instruction to include: improving the use of grade level or above resources, providing all students with equal access to high quality texts, and utilizing data to create the written and taught curriculum
  - Implement Wonders reading curriculum (K-5) as core reading instruction. Utilize Burst and Sonday System as Tier II and Tier III interventions.
  - Daily literacy block. The master schedule will include a 120-minute reading block for K-3 and a consistent reading block for 4th-5th.
  - Through observation and feedback focus on increasing the knowledge and implementation of instructional strategies.
- Increase the knowledge and implementation of instructional strategies and refine our intervention systems to support all students to meet reading benchmark and promote primary literacy in grades K-3 (To include: concept-based instruction, differentiated instruction, creativity, critical thinking, inquiry, GT/enrichment, and higher level questioning)
  - Provide opportunities for teachers to observe, reflect, and provide feedback to each other through peer and mentor observation and coaching.
  - PD opportunities this year have included: Wonders, Project Lead the Way, IB, Higher Level Questioning, and using data.

# Sand Creek Zone



## Evans International Elementary School

Implement strategies to create a positive school culture and high expectations among staff and students

- Implement “Capturing Kids Hearts” and Positive Behavior Supports school wide.
- Develop a flow chart as a resource for staff when dealing with student misbehavior and determining appropriate interventions or consequences.
- Promote positive school culture by recognizing student achievement and positive behavior choices on a weekly basis.

# Sand Creek Zone



## Remington Elementary School

- Provide specific, targeted, skill-based reading intervention programs including BURST, Sonday and READ Naturally for students not at benchmark in reading
  - Implement CKLA reading curriculum (K-5) as core reading instruction. Utilize Burst and Sonday System as Tier II and Tier III interventions.
  - Quality questioning strategies/Depth of Knowledge/Critical Thinking
- Provide targeted math intervention for students in kindergarten through fifth grade
  - Align math strategies/student engagement Kagan/DBQ/Close Reading
  - Sand Creek Zone instructional coach support meeting with and observing teachers, to support achievement in math and higher instructional rigor.
- Increase physical education opportunities for students before, during and after school

# Sand Creek Zone



## Springs Ranch Elementary School

- Instructional teams will meet as a Professional Learning Communities (PLCs), focusing on data analysis and interventions
  - Utilize and include in PLC meetings - instructional coach, specialists, counselor, SOAR, ELL, Rtl team, and SpEd, to provide support and interventions based on students' needs.
  - Bi-monthly Early Release Calendar to allow for more PLC and Professional Development time.
- Focus on a higher level of rigor during instruction across all subject areas
  - Sand Creek Zone instructional coach support meeting with and observing teachers, to support achievement in math and higher instructional rigor.
  - Bi-monthly Early Release calendar to include professional development relative to rigor, differentiation, critical and higher order questioning, Kagan structures, modeling/chunking/scaffolding, check for understanding/feedback, literacy, technology and other areas as needed.

# Sand Creek Zone



## Springs Ranch Elementary School

- Increase focus on Primary Literacy to ensure students are reading grade level material throughout instruction and learning, and ensure that students with a Significant Reading Deficiency (SRD) are supported through instruction and interventions
  - Interventions, to include Sonday, BURST, small groups, support staff grouping, and tutoring for READ Plan students.
  - Progress monitoring in DIBELS, BURST, Sonday, Beacon, grade level unit, and subject area assessments.
  - Reading Counts tests in library, for reading motivation and awards, and MYon online reading program, for school and home support.
- Build and strengthen a safe and positive culture through school, student, parent, family and community programs
  - Continuation of Capturing Kids Hearts, a program that focuses on culture and how we all treat each other, through staff training and classroom structures, Continuation of Positive Behavior School (PBS) components to include Respect, Responsibility and Safety.
  - Continue Watch D.O.G.S. (Dads of Great Students) and school/classroom volunteer program.

# Sand Creek Zone



## Horizon Middle School

- Implement strategies to create a culture of respect and high expectations among staff and students
- Enhance the knowledge, implementation, and planning of purposeful, standards-based instruction, including improving the use of effective instructional practices; concept-based teaching, differentiated instruction, cooperative learning, inquiry and higher-level questioning
- Implement an effective, purposeful and deliberate system for delivering reading and math intervention

# Sand Creek Zone



## Sand Creek High School

- •Guaranteed and Viable Curriculum: Faculty teams will measure and communicate the effectiveness of courses with common assessments and programs with common expectations such as Freshman Academy, IB Diploma Program, and Advanced Placement. Further development of academic programs, schools and pathways, and a personalized learning initiative designed to guarantee a viable curriculum will take place throughout the 2015-2016 school year.
- •State Testing Preparation: Sand Creek leadership and faculty will provide materials and a schedule to ensure that all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students prepare and practice for CMAS, PSAT 10, and ACT testing within their English, math, science, and social studies classes. Sand Creek leadership and faculty will facilitate preparation sessions during and outside of school hours and create motivational materials in order to build student dedication to pursuing their highest possible scores on state tests and college entrance exams.
- •Targeted Community Engagement: Sand Creek Campus will host pathways councils as a part of the Freshman Academy and schools of Design, Business, and Advance Academics, to include faculty members, students, and members of the local community (targeted community engagement will lead to the development of mentorships, internships, and further development of course articulated with institutions of post-secondary education, 4-year and community college, and industry-specific educational programs)
-

## Primary Literacy:

- All iConnect Zone Elementary Schools are participating in the Early Literacy Assessment Tool (ELAT) Grant.
- All iConnect Zone Elementary Schools participated in Fall Literacy Conferences.
- Literacy Conference follow-up meetings are currently being conducted to develop support plans.
- With a common initiative and better data, more strategic support has been provided to our charter schools and online/blended learning environment.

## **Standards Aligned Instruction:**

- Instructional support is being provided to iConnect Zone schools through two dynamic TEAM Coaches.
- Instructional coaching rounds are being conducted with individual teachers.
- Instructional Coaches are meeting regularly as a Professional Learning Community.
- Zone wide focus on increasing rigor, application, and depth of knowledge.

## Professional Development:

- Zone wide participation at the Jim Knight conference – Instructional Coaching
- SSAE attended the DIBELS Super Institute – Early Literacy
- PLC is conducting internal training focused on reading and writing
- Significant increase in charter school participation with the Aha!Network and Schoology.
- The iConnect Zone participates in the Effective Educators Network to improve instruction and evaluation of instruction.

## 49 Pathways:

- Concurrent Enrollment opportunities continue to grow at Springs Studio for Academic Excellence and Falcon Homeschool Program.
- Pathway opportunities in the areas of construction and culinary arts are being created and enhanced at Patriot Learning Center.
- Partnerships with the Housing and Builders Association and Peyton Woods Program extend opportunities for students.
- Creation of Pikes Peak Early College will provide a college pathway for students in an online/blended environment.
- Pathways in Technical Education (P-Tech) opportunities have been approved and will be implemented in the Fall of 2016 with the opening of Power Technical Early College.

# iConnect Zone



## Springs Studio for Academic Excellence

- Continue revision of Response to Intervention program to emphasize data driven decision-making
- Expand Learning Coach University program to focus on higher level thinking skills and high return instructional practices

## Patriot Learning Center

- Train teachers to implement math instructional designs and delivery of best practices utilizing research-based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards
- Train teachers and to implement reading and writing instructional designs and delivery best practices utilizing research- based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards
- Train teachers to and implement instructional designs and research- based instructional strategies with the purpose of improving college and career readiness and ACT preparedness

# iConnect Zone



## Pikes Peak School of Expeditionary Learning

- Institute a systematic, school-wide approach to teaching math Standard 1 more thoroughly
- Research best practices for instructing males in writing and implement effective research-based strategies

## Rocky Mountain Classical Academy

- Re-evaluation and re-structure the current kindergarten through fifth grade response to intervention RTI program
- Focus on comprehensive improvement of kindergarten through eight grade literacy program

## Banning Lewis Ranch Academy

- Move proficient students to an advanced category. Improve performance of high achievers.
- Improve performance of students in subgroups. Specifically, students in the English Learners and Students with Disabilities categories.
- Provide teachers with quality and consistent observation, feedback and coaching.

# iConnect Zone



## Imagine Indigo Ranch

- Implement STAR Renaissance Reading computer adaptive testing to progress monitor student growth and adjust teaching strategies to target specific areas of student need in reading
- Implement STAR Renaissance Reading computer adaptive testing to progress monitor student growth and adjust teaching strategies to target specific areas of student need in math
- Implement Every Child a Writer in kindergarten – second grade and Step Up and Six Traits in third through eight grade to support writing instruction across the school

## GOAL Academy

- Create a Culture that fosters high academic expectations of students
- Align internal data systems and structures to provide student-centered and data-driven instructional support (Change to instructional model that shifts from credit attainment to competency- based system aligned to new graduation guidelines)
- Assess student growth data trends and instructional needs through needs assessment and allocate personnel resources to ensure highest impact instructional staff aligned to highest need areas



# Questions

# Achievement Percentile Rank Report: TCAP to CMAS PARCC Comparison

## Falcon 49: District Totals

**Informational Report:  
Not for State Accountability**

*This report is intended to support the interpretation of school and district level results on the CMAS-PARCC assessments. Because percentile ranks provide a normative basis for comparison, this report may be used to compare changes in a school or district's relative performance across the transition from TCAP to CMAS-PARCC. The percentile ranks included in this report show how the mean scale scores for an individual school or district compare to the means of all other schools in the state at a particular level: elementary, middle, high, and by grade level. Rankings for disaggregated groups reflect their standing relative to all students. For additional guidance on this report, please refer to the documents posted under the Achievement Percentile Rank Report header on the Accountability in Transition webpage:*

<http://www.cde.state.co.us/accountability/impact-of-assessment-transition-on-school-and-district-accountability>

### CMAS PARCC Performance Levels

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5
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TCAP Reading - PARCC English Language Arts	2013 TCAP			2014 TCAP			2015 CMAS PARCC		
	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank
<b>Elementary School Level</b>									
All Students	99.9%	592.6	53	99.8%	590.3	50	96.3%	743.0	58
Minority Students	99.9%	585.1	42	99.9%	580.3	37	95.8%	738.5	48
Free/Reduced Lunch Eligible	100.0%	575.6	31	100.0%	572.4	30	97.1%	735.0	40
Students with Disabilities	99.8%	504.7	1	99.8%	502.2	1	92.1%	713.8	5
English Learners	100.0%	570.4	26	99.5%	556.0	17	96.8%	730.9	31
<b>Middle School Level</b>									
All Students	99.8%	644.6	52	99.5%	642.7	52	95.1%	741.9	56
Minority Students	99.8%	635.0	36	99.6%	635.0	38	95.4%	738.5	49
Free/Reduced Lunch Eligible	99.7%	627.2	28	96.3%	631.8	34	94.8%	732.8	35
Students with Disabilities	99.4%	564.2	1	98.2%	577.4	1	88.6%	706.6	1
English Learners	100.0%	621.6	21	100.0%	615.9	18	98.0%	734.2	37
<b>High School Level</b>									
All Students	98.4%	673.9	48	97.0%	664.5	29	67.0%	726.1	18
Minority Students	98.4%	665.6	31	96.7%	654.4	14	68.6%	719.0	10
Free/Reduced Lunch Eligible	97.4%	659.1	21	97.9%	632.5	2	74.1%	712.8	2
Students with Disabilities	95.9%	614.5	1	95.2%	607.2	1	71.5%	701.1	1
English Learners	97.2%	648.0	9	98.9%	636.4	3	68.8%	711.9	2
<b>By Grade Level</b>									
03	99.8%	567.0	57	99.8%	557.2	47	96.4%	743.6	63
04	99.9%	598.0	61	99.8%	593.4	55	96.3%	744.4	56
05	99.9%	614.1	51	99.8%	620.7	58	96.2%	741.0	52
06	99.8%	631.8	47	99.7%	628.0	45	96.5%	739.4	46
07	99.9%	645.9	56	99.4%	645.7	53	94.4%	744.3	57
08	99.6%	656.8	58	99.5%	654.7	53	94.4%	742.1	53
09	98.9%	662.0	53	97.4%	654.6	38	72.6%	732.1	30
10	97.8%	686.3	44	96.7%	673.2	22	62.4%	720.3	15

\* Data is suppressed in cases where fewer than 16 scores are available.

Questions or feedback, please contact: [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)

# Achievement Percentile Rank Report: TCAP to CMAS PARCC Comparison

## Falcon 49: District Totals

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Free/Reduced Lunch Eligible	99.9%	481.9	39	100.0%	476.0	31	97.1%	735.0	40
Students with Disabilities	100.0%	439.3	1	99.8%	438.0	1	92.1%	713.8	5
English Learners	100.0%	481.5	38	98.4%	477.9	34	96.8%	730.9	31
<b>Middle School Level</b>									
All Students	99.7%	554.2	57	99.5%	552.8	57	95.1%	741.9	56
Minority Students	99.6%	544.4	43	99.5%	545.9	47	95.4%	738.5	49
Free/Reduced Lunch Eligible	99.7%	534.1	27	98.8%	544.6	45	94.8%	732.8	35
Students with Disabilities	99.7%	478.4	1	98.2%	488.1	1	88.6%	706.6	1
English Learners	100.0%	530.0	22	99.4%	530.9	26	98.0%	734.2	37
<b>High School Level</b>									
All Students	98.8%	575.0	47	96.9%	560.8	26	67.0%	726.1	18
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Free/Reduced Lunch Eligible	97.6%	557.3	24	97.9%	505.8	1	74.1%	712.8	2
Students with Disabilities	96.6%	503.3	1	94.2%	488.6	1	71.5%	701.1	1
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## Falcon 49: District Totals

**Informational Report:  
Not for State Accountability**

*This report is intended to support the interpretation of school and district level results on the CMAS-PARCC assessments. Because percentile ranks provide a normative basis for comparison, this report may be used to compare changes in a school or district's relative performance across the transition from TCAP to CMAS-PARCC. The percentile ranks included in this report show how the mean scale scores for an individual school or district compare to the means of all other schools in the state at a particular level: elementary, middle, high, and by grade level. Rankings for disaggregated groups reflect their standing relative to all students. For additional guidance on this report, please refer to the documents posted under the Achievement Percentile Rank Report header on the Accountability in Transition webpage:*

<http://www.cde.state.co.us/accountability/impact-of-assessment-transition-on-school-and-district-accountability>

### CMAS PARCC Performance Levels

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5
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TCAP Math - PARCC Math	2013 TCAP			2014 TCAP			2015 CMAS PARCC		
	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank
<b>Elementary School Level</b>									
All Students	99.9%	503.5	58	99.7%	500.3	54	97.0%	738.5	62
Minority Students	100.0%	492.0	45	99.6%	484.9	39	96.9%	733.2	48
Free/Reduced Lunch Eligible	100.0%	485.2	37	98.9%	478.0	33	97.7%	730.6	42
Students with Disabilities	100.0%	430.4	3	99.8%	426.1	2	97.0%	715.1	8
English Learners	100.0%	483.3	36	98.9%	471.3	27	99.5%	730.4	41
<b>Middle School Level</b>									
All Students	99.8%	560.4	50	99.7%	555.8	47	94.6%	734.0	57
Minority Students	99.8%	546.5	33	99.8%	543.2	34	95.1%	729.4	43
Free/Reduced Lunch Eligible	99.8%	536.5	24	98.7%	561.3	55	94.5%	724.9	32
Students with Disabilities	99.7%	475.6	1	98.4%	485.5	1	91.9%	708.7	1
English Learners	100.0%	542.3	29	99.4%	525.8	17	94.4%	727.8	39
<b>High School Level</b>									
All Students	99.1%	585.6	47	98.2%	564.1	23	66.3%	717.7	17
Minority Students	99.5%	573.4	33	97.7%	546.5	8	68.2%	713.8	6
Free/Reduced Lunch Eligible	97.9%	568.4	26	98.9%	502.7	1	73.2%	709.6	1
Students with Disabilities	97.3%	509.8	1	95.8%	496.1	1	70.0%	704.3	1
English Learners	100.0%	563.0	21	98.9%	524.1	1	66.4%	710.9	2
<b>By Grade Level</b>									
03	99.9%	482.2	62	99.7%	479.1	61	97.2%	742.2	63
04	99.9%	506.2	64	99.8%	497.3	54	96.6%	737.9	62
05	99.8%	523.3	55	99.5%	524.6	58	97.1%	735.3	56
06	99.9%	537.7	49	99.7%	531.4	43	95.2%	733.5	49
07	99.6%	563.1	49	99.7%	558.2	46	94.9%	734.4	52
08	99.8%	581.7	57	99.6%	578.3	50	93.6%	734.3	58
09	99.4%	582.5	53	98.7%	562.2	29	71.3%	720.6	21
10	98.7%	589.0	40	97.8%	565.7	17	62.2%	714.9	14

\* Data is suppressed in cases where fewer than 16 scores are available.

Questions or feedback, please contact: [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)

# Achievement Percentile Rank Report TCAP to CMAS PARCC Comparison: Guidance (February 2016)



**COLORADO**  
Department of Education

## Overview

The Colorado Department of Education (CDE) has developed a school and district *Achievement Percentile Rank Report* to support interpretation of achievement results on Colorado Measures of Academic Success administered by the Partnership for Assessment of Readiness for College and Careers (CMAS PARCC) in spring 2015. **This report will not be used for state accountability purposes and is purely informational.** It makes it possible to view relative achievement on both the Transitional Colorado Assessment Program (TCAP) and CMAS PARCC tests. Background information on the data included in the report and recommendations on how local planning teams can use the reported data as part of Unified Improvement Planning (UIP) are also provided in this document.

*Achievement Percentile Rank Reports* are available for all Colorado public schools, and all school districts by school level (e.g., elementary, middle, high) for which at least 16 individual student scale scores were obtainable from the 2015 CMAS PARCC assessment administration. The reports include percentile ranks, mean scale scores, and participation rates for English Language Arts (or reading and writing in 2013 and 2014) and Mathematics assessments administered in the spring of 2013-15. Scores are included for each of the following student groups within the school or district that include 16 or more students: all students at the school or district by school-level, students in each grade level 3-10 (as available), minority students, students eligible for free/reduced-price lunch, students with a disability on an Individual Education Plan (IEP), and English Learners.

### Sample Achievement Percentile Rank Report

normative basis for comparison, this report may be used to compare changes in a school or district's relative performance across the transition from TCAP to CMAS-PARCC. The percentile ranks included in this report show how the mean scale scores for an individual school or district compare to the means of all other schools in the state at a particular level: elementary, middle, high, and by grade level. Rankings for disaggregated groups reflect their standing relative to all students. For additional guidance on this report, please refer to the documents posted under the Achievement Percentile Rank Report header on the Accountability in Transition webpage: <http://www.cde.state.co.us/accountability/impact-of-assessment-transition-on-school-and-district-accountability>

TCAP Reading - PARCC English Language Arts	2013 TCAP			2014 TCAP			2015 CMAS PARCC		
	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank
<b>Elementary School Level</b>									
All Students	99.6%	559.0	48	99.5%	587.9	46	94.8%	740.1	52
Minority Students	99.5%	566.3	23	99.5%	564.8	33	96.4%	729.2	26
Free/Reduced Lunch Eligible	99.5%	560.5	19	99.5%	555.5	18	96.3%	725.0	19
Students with Disabilities	98.7%	503.5	1	98.6%	496.5	1	92.4%	702.7	1
English Learners	99.4%	549.5	11	99.5%	548.8	12	97.9%	722.4	15
<b>Middle School Level</b>									
All Students	99.1%	640.2	45	99.3%	639.4	45	88.5%	739.5	50
Minority Students	98.8%	618.5	18	99.3%	618.2	20	92.4%	729.0	26
Free/Reduced Lunch Eligible	98.8%	613.2	14	99.2%	613.8	15	91.6%	724.6	17
Students with Disabilities	98.0%	559.5	1	98.1%	556.8	1	87.9%	699.7	1
English Learners	98.9%	603.7	9	99.5%	602.8	8	96.1%	722.8	14
<b>High School Level</b>									
All Students	98.1%	672.2	43	98.1%	670.4	42	66.5%	736.3	42
Minority Students	98.1%	654.8	17	98.1%	653.6	14	73.9%	725.7	17
Free/Reduced Lunch Eligible	97.8%	649.0	11	98.0%	649.2	10	74.4%	722.2	13
Students with Disabilities	96.4%	604.5	1	96.4%	607.6	1	68.5%	696.8	1
English Learners	99.0%	641.1	4	98.6%	641.1	5	93.2%	733.6	11

These reports for all schools and districts can be accessed at [www.schoolview.org](http://www.schoolview.org). Select "Performance Framework Reports and Improvement Plans" under "Resources for Student Learning." Choose the district and then (if appropriate) the school from the drop-down menus in the middle of the page. Select *Achievement Percentile Rank Report* from the right drop-down menu.

## Interpreting Percentile Ranks

**What are percentile ranks?** A percentile is a method for showing how a particular score compares with all the other scores in a group, or distribution, by ranking the range of scores from 1 to 99. The higher the percentile, the higher the rank is of the individual score among all the scores in the distribution. For example, if your vocabulary knowledge is at the 60<sup>th</sup> percentile for people your age, that means you know more words than 60% of your peers.

**Why has CDE provided Achievement Percentile Ranks?** A percentile rank is useful because it can be interpreted without knowing anything about the scales or scores used for a particular test, or measure, upon which it is based. Percentile ranks provide a normative basis for making a judgment about district/school achievement (e.g., an elementary school with a percentile rank of 75 performed better than 75 percent of the elementary schools in the state).

The percentile ranks included in the *Achievement Percentile Rank Reports* are based on the distribution of school mean scale scores (the average scale score for the students in the group) on the CMAS PARCC and TCAP assessments.



These ranks provide information about how individual district/school mean scale scores compare to the mean scale scores of all Colorado schools at a particular level: elementary, middle, high, and by grade level. To ensure consistency in the interpretation of the achievement results, CDE used the distribution of school means to determine rankings for schools, districts, and the state. Additionally, the percentile ranks for disaggregated groups reflect their standing relative to all students. For example, if students with disabilities at a particular elementary school are reported with a percentile ranking of 4, this means they performed higher than 4 percent of all elementary students statewide. It is not a reference to their performance compared only to other students with disabilities.

In addition to providing a basis for understanding individual district/school achievement in light of the performance of other schools, percentile ranks provide a way to understand achievement over time. This is true even when assessment instruments change, as has happened in Colorado over the last three years. The scale for student scores on CMAS PARCC and the former state test, TCAP, are not the same. Thus, it would be NOT be appropriate to compare the mean scale scores on these assessments directly. However, percentile ranks make it possible to view the relative achievement of districts/schools across these different assessment instruments and scales. Rather than comparing CMAS PARCC scores to TCAP scores, stakeholders can consider the changes in percentile ranks based on mean scale scores on TCAP from 2013-14 and CMAS PARCC in 2015.

## Interpreting Highlighted Mean Scale Scores

The *Achievement Percentile Rank Report* provides another district/school achievement metric for the 2015 CMAS PARCC administration, mean scale scores. This is different from prior years, when the percent of students scoring proficient/advanced on TCAP was used as the primary achievement metric. With the transition to CMAS PARCC, the mean scale scores allow for more nuanced interpretation of results across the state. Additionally, mean scale scores allow for greater data privacy in reporting at the disaggregated group level.

To provide a point of comparison, CDE color-coded the district/school CMAS PARCC mean scale scores included in the *Achievement Percentile Rank Report*. The cut-points used to determine the color-coding for the mean scale scores reflect the individual student performance levels PARCC used to communicate student knowledge, skills and practices associated with different student scale score ranges.

The following legend illustrates the performance levels and associated color-coding used in the *Achievement Percentile Rank Report*:

Level 1	Level 2	Level 3	Level 4/5
Did not yet meet expectations	Partially met expectations	Approached expectations	Met or Exceeded expectations
650-699	700-724	725-749	750 +

*Note: Achievement that met or exceeded expectations (level 4 or 5) is on track for the next grade level, or is college and career ready in the content area.*

The color coding indicates the performance level in which the mean scale score falls. For example, if a school's mean scale score for 4<sup>th</sup> grade in mathematics was highlighted in yellow, that could be interpreted as "the average performance of 4<sup>th</sup> graders in the school *approached expectations* in mathematics." Colorado has not yet made any determinations on how these performance levels will be used for school or district accountability.



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## Cautions and Limitations

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### Participation Rates

With increased numbers of parents excusing students from assessments administered during the 2014-15 school year, local planning teams need to determine whether student participation in assessments should affect how they use district or school-level aggregate achievement results. Specifically, teams should consider the degree to which aggregate metrics such as *percentile ranks* or *mean scale scores* (derived from individual student scores) still provide a complete and accurate picture of the performance of the “group” for which the score was calculated (e.g., the school, a grade level). This is why participation rates are included in the *Achievement Percentile Rank Report*.

Planning teams should report their participation rates when describing achievement if a disaggregated group of students was disproportionately over (e.g., English learners) or under-represented (e.g., non-FRL) in the calculation of the metric, or if the number of students included in the metric was substantially below the federally required 95% participation rate. If participation rates were much lower for some grade levels than for others, planning teams may consider using the grade level data separately (rather than school- or district-level data).

### Comparability with Other Reports

The mean scale score and percentile rank data included in the Achievement Percentile Rank Report may not match similar metrics provided in previous or future accountability or assessment publications because of differences in the rules used to determine student scores and the comparison points used for the ranks. Scores for students who did not meet the eligibility criteria for the school and district performance frameworks† were not included in the calculations for this report, nor were scores for students taking the Alternate versions of the TCAP and CMAS PARCC assessments. In 2014-15 students in grades 7-10 were eligible to take one of several different CMAS PARCC mathematics assessments depending upon their course enrollment (Algebra I, Integrated I, Geometry, etc.); for the current report, student records were aggregated at the grade- or school-level (elementary, middle, high), not by the CMAS PARCC test taken.

### Significance of Change

A number of factors may influence the relative change in school or district achievement from one year to the next, including local practices around curriculum, standards implementation, student demographic shifts, and participation rates. The purpose of this report is to provide a basis for interpretation of CMAS PARCC 2015 achievement results. Caution should be exercised when making decisions based solely on shifts in a percentile rank over time. Rather, these data should be used as part of a body of evidence. High stakes decisions should not be made solely based on this report.

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## Improvement Planning Uses

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Stakeholders engaged in improvement planning at the school or district levels may choose to use the data provided in the *Achievement Percentile Rank Report* for several improvement planning processes, including setting and evaluating the degree to which the school/district met previously determined performance targets, and as part of a body of evidence in describing notable performance trends and determining priority performance challenges for academic achievement.

### Setting and Evaluating Performance Targets

The process of establishing performance targets and subsequently evaluating the degree to which the targets have been met are fundamental to improvement planning in Colorado. Evaluating performance in relationship to previously set targets includes comparing the current performance to the aim that was previously determined.



Guidance provided by CDE on improvement planning during the assessment transition offered an option for planning teams to use percentile ranks in setting performance targets and evaluating prior year performance targets. Many districts/schools chose to use percentile ranks as the metric for their performance targets for the 2014-15 school year. Percentile ranks can serve as both the metric and comparison point for school/district achievement for the school/district over-all, by grade-level or by disaggregated group. Because it is a normative metric, the percentile rank includes information about how school/district achievement related to achievement of other schools in the state.

### **Describing Notable Performance Trends and Determining Priority Performance Challenges**

Guidance provided by CDE related to engaging in improvement planning during the assessment transition encouraged planning teams to start by considering their performance trends up to and including the 2013-14 school year, and then to consider the following questions: Is there reason to believe the performance trajectory has changed from the 2013-14 school year? If so, what evidence can be provided that demonstrates that performance has changed?

Achievement results from CMAS PARCC in ELA and math for 2014-15 provide one source of evidence planning teams could consider in determining if their achievement trajectory changed (depending upon the participation rates in the assessment results). This would involve comparing the percentile rank for the district/school, grade level, or disaggregated group for TCAP in 2013 and 2014 to CMAS PARCC in 2015. If the percentile ranks indicate a change in achievement, and participation rates are representative, planning teams should then investigate additional local performance data to confirm this change. The results of this analysis could be reported as part of the notable performance trends for achievement. If the change in performance relates to an area that was identified as a priority performance challenge(s), the analysis could also be used as evidence for selected priority performance challenge(s).

## **Links**

Other resources that could be useful for interpreting data available from the state can be found at the following links:

- State-Level CMAS PARCC Results <http://www.cde.state.co.us/assessment/cmas-englishmath-dataandresults>
- District Dashboard <http://www.schoolview.org/dish/dashboard.asp>
- School Dashboard <http://www.schoolview.org/dish/schooldashboard.asp>

## **Key Terminology**

**Mean** - A summary measure of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection (also known as the average).

**Metric** - A numeric scale indicating the level of some variable of interest. For example, your credit score is a metric that companies use to decide whether to give you a loan.

**Scale Score** - A conversion of a student's raw score (students responses to individual test questions) on an assessment instrument to a common scale that allows for a numerical comparison between students; considered to be a measure of the student's achievement.

**Participation Rate**- The percentage of students who received a valid score based on the number of students enrolled at the time of testing. Students who met the criteria for qualifying exemptions are removed from the calculation overall.

† School results do not include those who were expelled from a school, did not enroll until after October 1, took another test form, or withdrew from school during the test window. District results do not include students enrolled after October 1 who were not continuously enrolled in the district from the previous school year.

For questions related to this report please email [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)

## Score Distributions

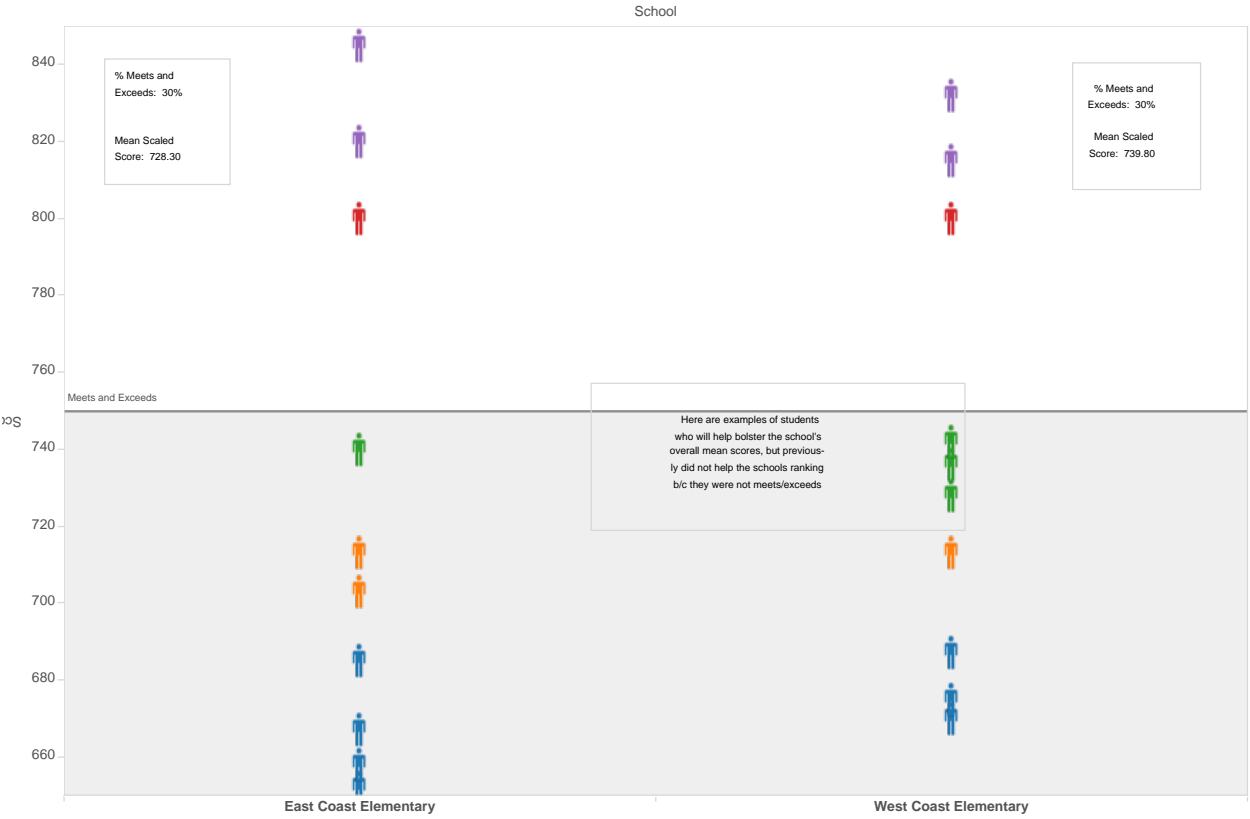


Look at the example of 2 example schools as listed above. The individual people represent sample student scores. In the past, schools received a percentile ranking based on the percentage of students scoring proficient and advanced. In other words they were ranked by the percentage of students that fell into the top 2 performance bands. In this case, the schools would be ranked the same, as they both have 30% of their students within the top 2 performance bands.

Now, rankings are based on mean scaled scores. In this cases, after the scores for all students are averaged, West Coast Elementary would be ranked above East Coast Elementary because their average score of 739.80 is higher than East Coast's at 727.10.

This new method of computation means that students in ALL performance bands will impact a schools ranking. In the past, students who were close to Meets/Exceeds (formerly Proficient/Advanced) but had not crossed into this threshold, had no impact on the ranking. Now, if a school had many students "on the bubble" with high scores, just not "high enough", they would receive a higher ranking using mean scores as opposed to the old ranking.

Score Distributions



- Performance Level
- Meets
  - Exceeds
  - Approached
  - Partially Met
  - Does not Meet

## Colorado's Unified Improvement Plan for Districts for 2015-16 – Online UIP Report

Organization Code: **1110**

District Name: **FALCON 49**

AU Code: **21090**

AU Name: **EL PASO 49 FALCON**

Official 2014 DPF: **3-Year**

### Executive Summary

#### How are students performing? Where will the district focus attention?

**Priority Performance Challenges:** *Specific statements about the district's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the district did not meet federal, state and/or local expectations.*

- **Reading Proficiency by Third Grade:** At mid-year 2015-2016, nearly 25% of the District's kindergarten through third graders were reading below benchmark as indicated by Dibels Next.
- **Percentile Rank:** The district is currently performing below the 60th percentile in English Language Arts at all levels, and in math at the middle and high school levels as indicated by mean scale scores on PARCC.
- **ACT / SAT:** High Schools are performing below the state average on ACT.

#### Why is the education system continuing to have these challenges?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).*

- **Alignment with Colorado Academic Standards:** 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.
- **Differentiated Instruction:** Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.
- **Professional Development:** Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.
- **Data-Driven Instruction:** Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

#### What action is the district taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Primary Literacy:** Commit to an intentional focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade.
- **49 Pathways:** Ensure all students are career and workforce ready by implementing individualized pathways for students.
- **Standards Aligned Instruction:** Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
- **Professional Development:** Continue to provide professional development for teachers and leaders to sustain instructional improvement efforts.

Organization Code: **1110**

District Name: **FALCON 49**

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

## 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?	The District received a CDE Educator Effectiveness Liaison Network Grant in 14-15 which was extended through the 15-16 school-year. This grant supports improving educator effectiveness and professional development aligned with understanding the Teacher Quality Standards.
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.	September - November 2015 Rocky Mountain Performance Excellence Review and Site Visit

#### 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:

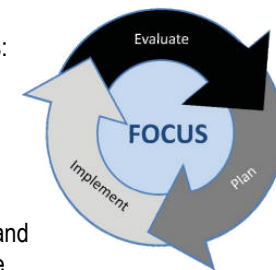
**For districts with fewer than 1,000 students:** This plan is satisfying improvement plan requirements for: ☒ District Only ☐ District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools:

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

Name	Amber Whetstine	
Title	Executive Director of Learning Services	
Email	awhetstine@d49.org	
Phone	(719) 494-8951	
Mailing Address	10850 East Woodmen Road Falcon, CO 80831	Organization Code: 1110 District Name: FALCON 49

### 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. 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of District Setting and Process for Data Analysis

Provide a very brief description of the district to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).

##### Description: District Overview

District 49 is located in the North Eastern region of El Paso County encompassing portions of Colorado Springs, Falcon and Peyton Colorado. District schools include 17 coordinated schools and 5 charter schools, which combined serve approximately 19,500 students. District 49 is proud to offer a portfolio of exceptional schools and programs which include the International Baccalaureate Program, STEM, Core Knowledge and virtual, blended and alternative education options. District 49 continues to work toward leading the way in offering innovative educational programs to meet the needs of every student. District 49 adopted GOAL Academy a large state-wide charter school serving a predominantly high-risk population of students, in July 2013. Our achievement and growth scores were impacted at the high school level with the addition of approximately 3,000 GOAL Academy students. However, our accreditation rating as indicated by our District Performance Framework continues to remain stable. 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.

In fall 2015, District leaders submitted a PEAK award application to Rocky Mountain Performance Excellence (RMPEX) and received a "Foothills Award" for district processes which support our mission and vision. RMPEX also provided a feedback report which will drive further planning and improvement efforts in our quest toward excellence.

## Process and Stakeholder Involvement

The District 49 improvement planning committee consists of members representing various schools, departments and stakeholders. Student achievement data for specific student populations were shared with the Special Education Advisory Committee (SEAC), English Language Development Parent Advisory Committee and Gifted and Talented Advisor Council. The district's Percentile Rank Report was shared with the District Accountability Advisory Committee. Members of the District 49 improvement planning committee include: The Chief Education Officer, Executive Director of Learning Services, Executive Director of Individualized Education, Zone Superintendents / Zone Leaders, Coordinator of Curriculum, Instruction and Assessment, Curriculum, Instruction and Assessment Administrators, Data Analyst, Assistant Director of Special Education, Coordinator of English Language Development, and Coordinator of Gifted, Talented Education, Director of Concurrent Enrollment, and Director of Career and Technical Education and Coordinator of Title Programs. These leaders represent the Education Office, and all district schools and charter schools. A sub-committee of representatives from the DAAC reviews the plan annually and provides feedback. Upon completion of the District UIP, the Executive Director of Learning Services presents the UIP to the Board of Education prior to final submission to the Colorado Department of Education and public stakeholders.

## 2. Prior Year Targets

Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** Increase the percentage of students scoring on benchmark from BOY to EOY according to DIBELS Next by 20%

**Performance on Target:**

### Academic Growth

**Prior Year Target:** N/A

**Performance on Target:**

### Academic Growth Gaps

**Prior Year Target:** Increase the district's percentile ranking for reading, math and writing achievement as measured by state assessments:

Elementary

R-68

M-66  
W-65  
Middle  
R-67  
M-71  
W-75  
High School  
R-34  
M- 40  
W-48

**Performance on Target:**

### Postsecondary & Workforce Readiness

**Prior Year Target:** N/A

**Performance on Target:**

### English Language Development and Attainment

**Prior Year Target:** Meet all requirements to attain AMAO 1

Meet all requirements to attain AMAO 3

**Performance on Target:**

### Academic Achievement Reflection

Kindergarten through third graders achieved an increase of 14 percentage points on Dibels Next Assessment (students scoring on benchmark) from the beginning of the year to end of year in 14-15.

This increase may be attributed to the district focus on "Primary Literacy" as a Major Improvement Strategy.

### Academic Growth Gaps Reflection

Although this data is not available, the district observed increases in mean scale score percentile rank at the elementary and middle school levels.

## English Language Development and Attainment

This data is not available.

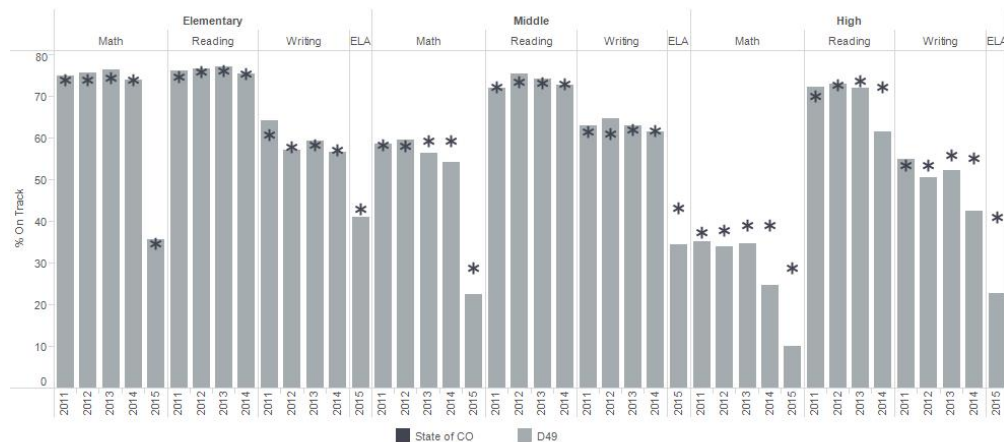
### 3. Current Performance

Review the DPF and local data. Document any areas where the district did not at least meet state/ federal expectations.

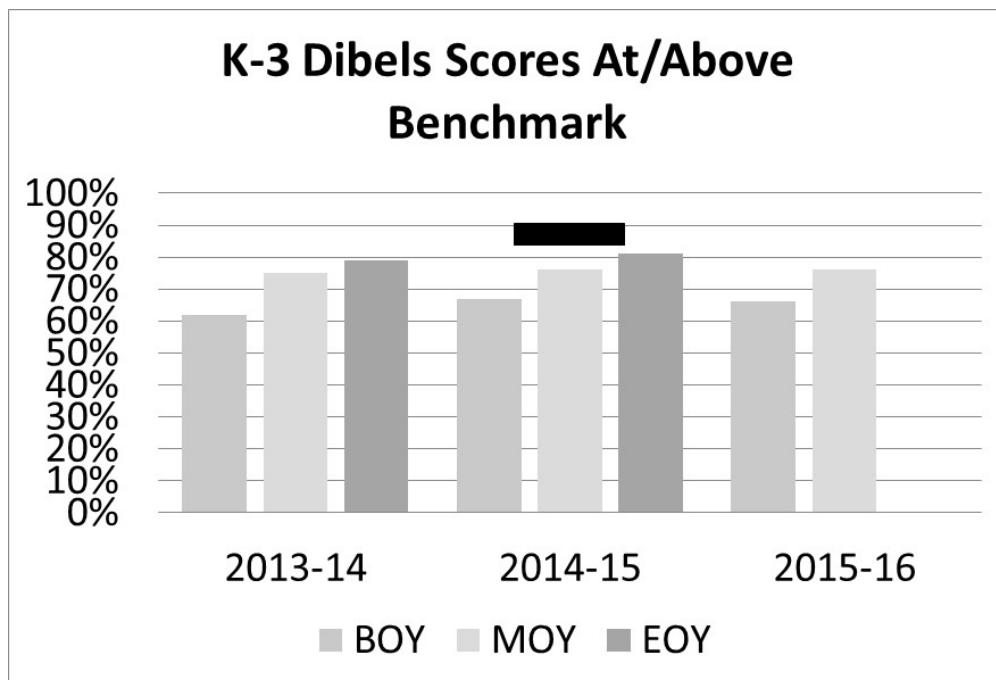
#### Reflection

##### 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 or show decline over the past four years. The 2015 PARCC scores show a greater disparity between the district and state averages. This suggests that there is work to be done to increase student mastery of the newly measured Colorado Academic Standards. It is worth noting that the high school grades are those farthest below the state average. While this difference is seen in all high schools, the large population of at-risk students is highly impacting the district averages. The graph below shows the percentage of district students scoring "proficient" and "advanced" (TCAP, 2011-2014) and "meeting expectations" and "exceeding expectations" (PARCC, 2015) with a grey bar, and the state percentages with a black star.

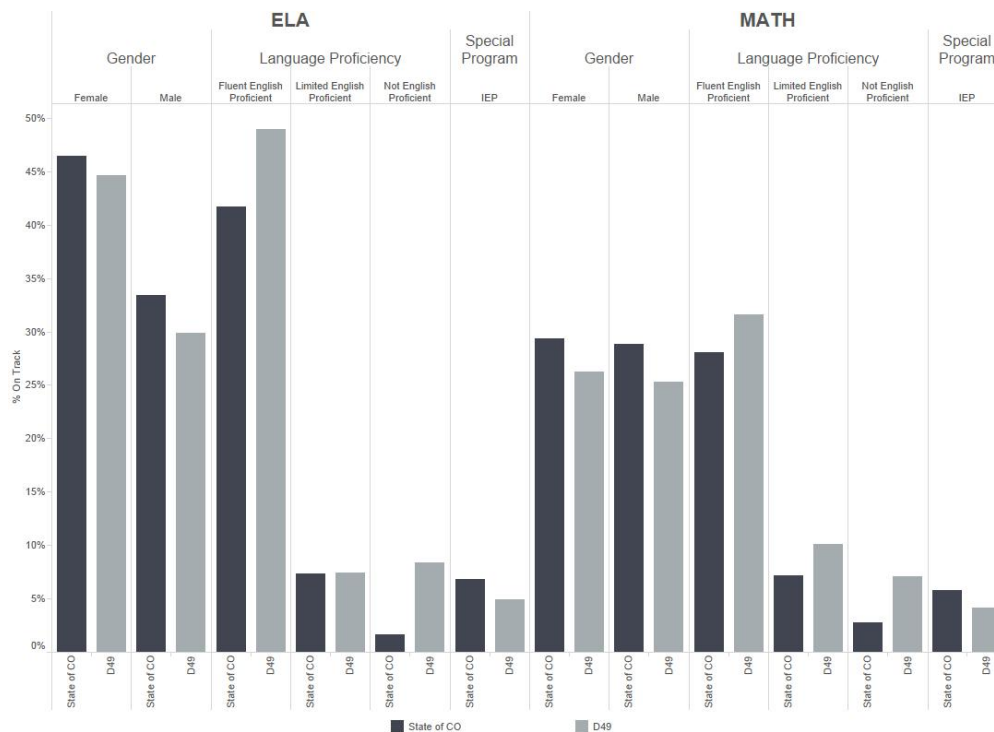


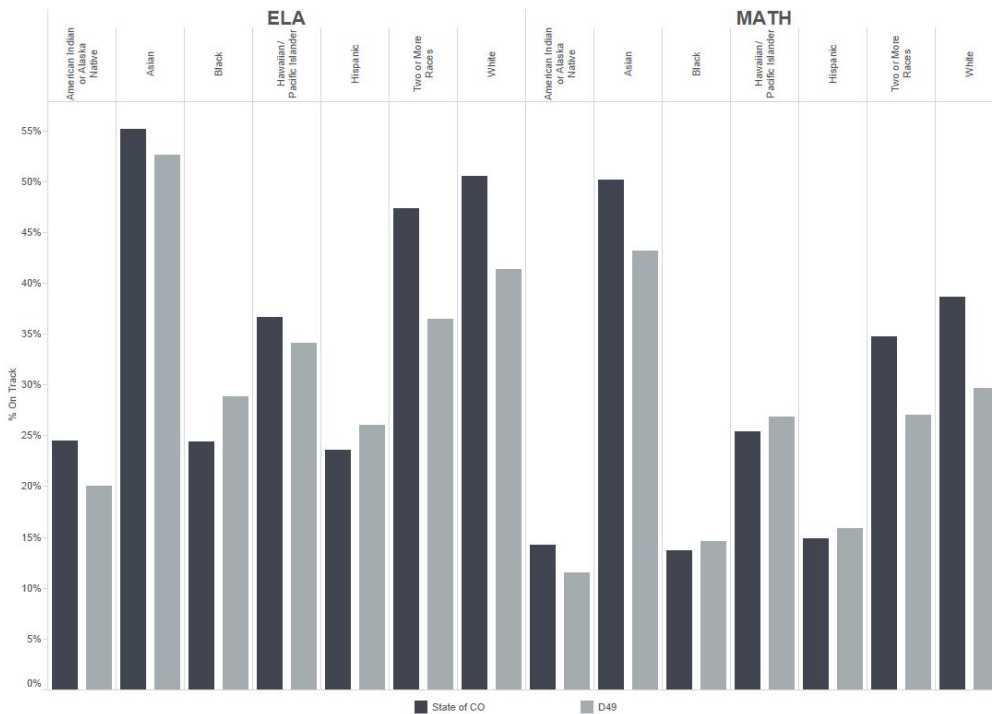
Primary Literacy has been identified as an area of district of focus. In the 2014-2015, a goal was set to increase the percentage of students scoring at benchmark by 20 percentage points from the beginning to the end of the year. Although the percentage of students was increased by 14 percentage points, target was not met. In 2015, the percentage of students scoring at/above benchmark was 66%, 1% less than the prior year. The target for 2015-16 will remain at last year's level of 87%.



#### Academic Growth Gaps

In comparison to the state, our students on IEPs are underperforming. However, the district outperforms the state for students who are not English proficient. The performance of other categories of ELL students are fairly comparable to the state. With regard to minority students, the district out performs the state for black and hispanic students and underperforms for other ethnicities. This same pattern has been observed in years prior with TCAP data.





### Percentile Rank

In 2014, goals were set to increase the district percentile rank in all grade levels and content areas. The District Percentile Rank Report, released in February 2015, indicates that the district is making gains in percentile rank at the elementary and middle school levels.

### Reading Results

	Elementary	Middle	High
2012-2013	53	52	48
2013-2014	50	52	29
2014-2015	58	56	18

### Writing Results

	Elementary	Middle	High
2012-2013	57	57	47
2013-2014	54	57	26
2014-2015	58	56	18

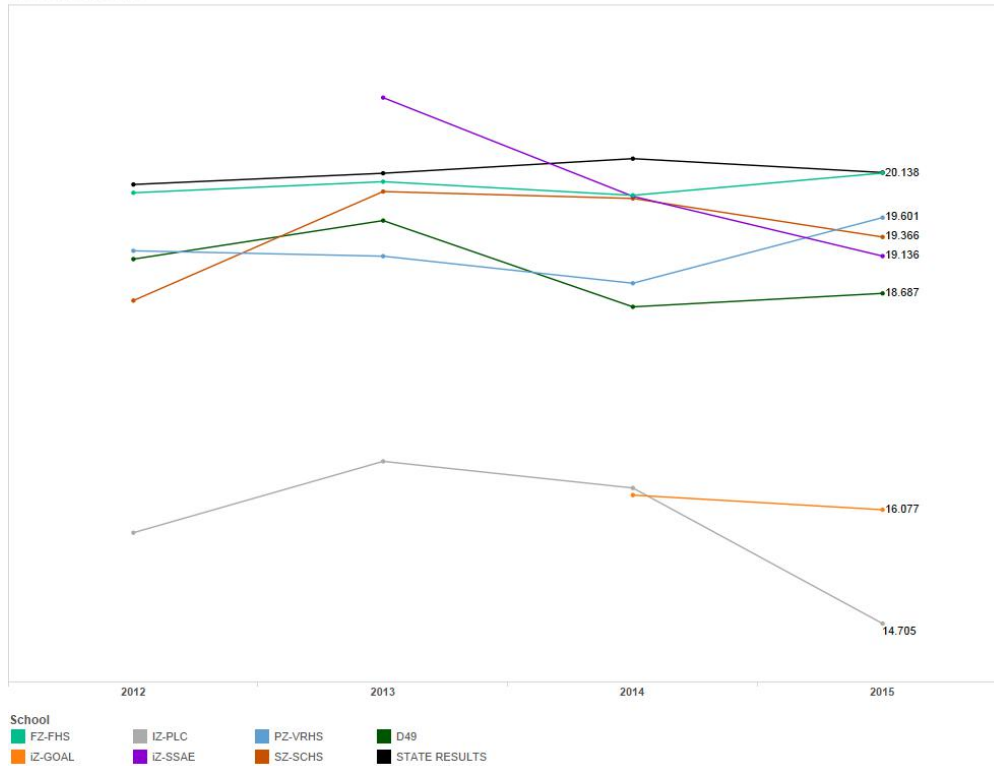
### Math Results

	Elementary	Middle	High
2012-2013	58	50	47
2013-2014	54	47	23
2014-2015	62	57	17

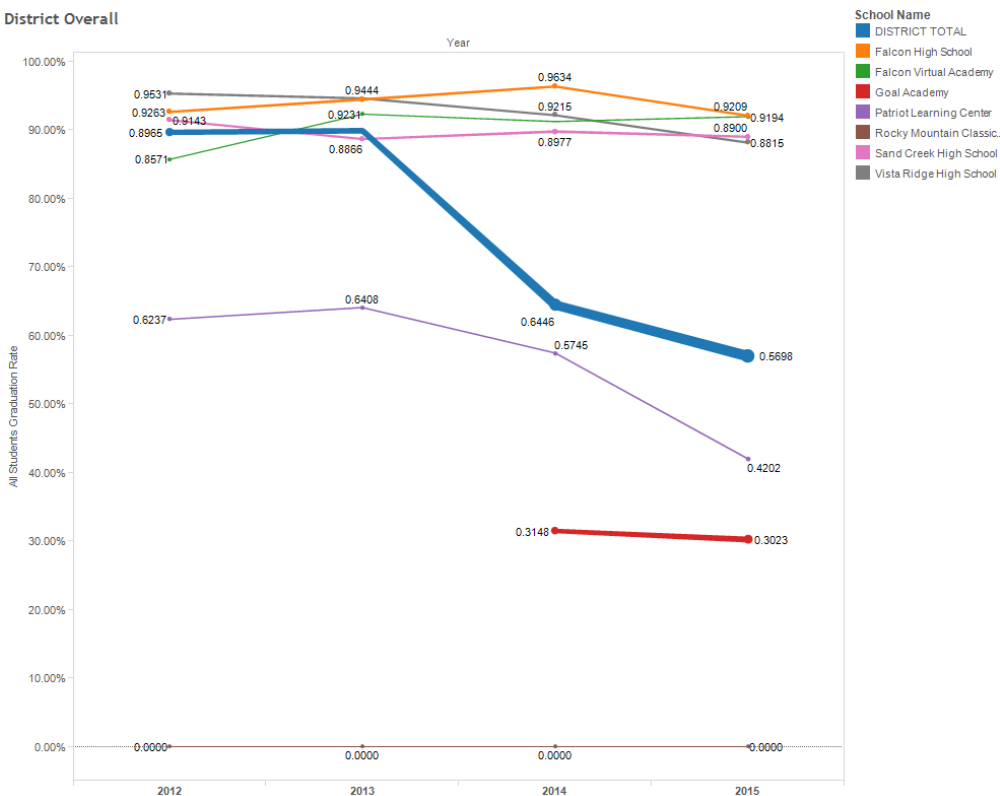
### ACT Trends and Graduation Rates

D49 has consistently performed lower on the ACT test as compared to the state. Moreover, only one school has scored above the state average in the past 4 years. Our alternative education campuses, GOAL and PLC, continue to underperform in comparison to our comprehensive high schools. While the degree of decline in 2014 can be largely attributed to the acquisition of GOAL (approximately 3,000 at risk students), some individual schools have also shown a decrease in performance on ACT. Four-year graduation rates also demonstrate a downward trend with the exception of Sand Creek High School. All District high schools perform at or above state graduation expectations with the exception of alternative education campuses.

D49 School Scores



District Overall



#### 4. 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.

#### Academic Achievement (Status)

- District 49 is making progress in assuring all students read by the time leave third grade. At the elementary level, our percentile rank in English Language Arts increased by 5 points since 2013 as compared with performance on the reading TCAP. In math, a four percentile point increase was achieved over three years.

- At the middle school level, a four percentile point increase was observed in English Language Arts as compared to the TCAP reading percentile rank in 2013. In math, a seven percentile point gain was observed over three years.
- At the high school level, the district percentile rank for English Language Arts decreased from 48 in 2013 to 18 in 2015 when comparing TCAP reading to PARCC mean scale score assessment results. In math, a decrease in percentile rank from 47 to 18 was observed.

### Postsecondary & Workforce Readiness

- District 49 has met expectations for PSWR for the past three years. We have been approaching on meeting state expectations for ACT for the past three years, but meet and exceed in all other PSWR areas consistently.

### Priority Performance Challenges and Root Cause Analysis

**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:** 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.

### Priority Performance Challenge



### Root Cause

Reading Proficiency by Third Grade: At mid-year 2015-2016, nearly 25% of the District's kindergarten through third graders were reading below benchmark as indicated by Dibels Next.



**Alignment with Colorado Academic Standards:** 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.

**Differentiated Instruction:** Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

**Professional Development:** Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.

**Data-Driven Instruction:** Leaders and teachers lack an understanding of how to use data

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to increase student achievement and growth.

Percentile Rank: The district is currently performing below the 60th percentile in English Language Arts at all levels, and in math at the middle and high school levels as indicated by mean scale scores on PARCC.



Alignment with Colorado Academic Standards: 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.

Differentiated Instruction: Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

Professional Development: Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.

Data-Driven Instruction: Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

ACT / SAT: High Schools are performing below the state average on ACT.



Alignment with Colorado Academic Standards: 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.

Differentiated Instruction: Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

Professional Development: Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.

Data-Driven Instruction: Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

## Reflection on Priority Performance Challenges

### Reading Proficiency by Third Grade

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Ensuring students have the foundational skills mastered in early grades supports their academic success in all content areas as they progress through the grade-levels. Research indicates that students who do not read by third grade have significantly more difficulties throughout their school career and life.

**Percentile Rank**

District 49 strives to be the best choice as compared with surrounding districts and district's with similar demographics and size. As a district, our performance is currently not in the upper 25th percentile state-wide and lags behind peer districts in achievement.

**ACT / SAT**

High School scores on ACT have historically been below the state average. The ACT, and future SAT are indicators of student readiness for college. In support of our District priority to Launch Every Student Toward Success, it is essential that our students perform well on college readiness exams.

**Reflection on Root Cause**

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

- 1) Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
- 2) Leaders and teachers continue to need training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.
- 3) Leaders and teachers need continued support in understanding how to use data to increase student achievement and growth.
- 4) Continued professional development needs to be delivered, reviewed and implemented by instructional leaders on a consistent basis.

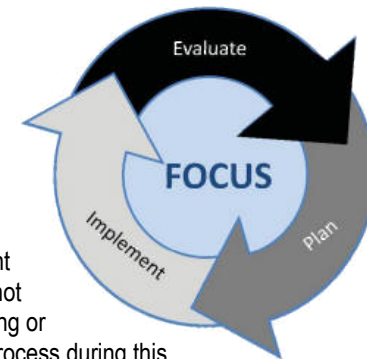
During the 2015-2016 school-year. These root causes were again examined by the District improvement planning committee, verified with the District Percentile Rank Report and reviewed with District Accountability Advisory Committee (DAAC) UIP Sub-Committee.

**1. Summary/Conclusion**



## Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. This section identifies annual performance targets and interim measures. Districts/consortia are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, districts/consortia should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (Section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Reading Proficiency by Third Grade
Annual Performance Targets	2015-2016	Increase the percentage of students scoring at benchmark on DIBELS Next by 20 percentage points from beginning of year to end of year.
	2016-2017	Increase the percentage of students scoring at benchmark on DIBELS Next by 20 percentage points from beginning of year to end of year.
Interim Measures		DIBELS Next Benchmark, three times annually BURST and Lexia interim assessments

Subject		R
Priority Performance Challenge		Percentile Rank
Annual	2015-2016	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)

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Performance Targets	2016-2017	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
Interim Measures		ACT Aspire STAR BEACON/ Amplify Common School / Zone Assessments

Subject	M	
Priority Performance Challenge	Percentile Rank	
Annual Performance Targets	2015-2016	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
	2016-2017	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
Interim Measures	ACT Aspire STAR BEACON/ Amplify Common School / Zone Assessments	

Subject	W	
Priority Performance Challenge	Percentile Rank	
Annual Performance Targets	2015-2016	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
	2016-2017	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
Interim Measures	ACT Aspire STAR BEACON/ Amplify Common School / Zone Assessments	

## Postsecondary & Workforce Readiness

Subject	Mean CO ACT	
Priority Performance Challenge	ACT / SAT	
Annual Performance Targets	2015-2016	Increase ACT average composite scores to 21 in all coordinated comprehensive high schools.
	2016-2017	Score the equivalent on SAT to ACT average composite score of 22 in all coordinated comprehensive high schools.
Interim Measures	PSAT ACT Aspire BEACON / Amplify Common School / Zone Assessments	



## Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 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. 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.

### Major Improvement Strategy: Primary Literacy

Commit to an intentional focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade.

### Root Cause(s) Addressed:

Alignment with Colorado Academic Standards  
Differentiated Instruction  
Professional Development  
Data-Driven Instruction

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

☒ State Accreditation  
☒ Title III

☐ Student Graduation and Completion Plan (Designated Graduation District)  
☒ Gifted Education

Other:

☒ Title IA

☒ Title IIA

### Action Steps

Jul. 2015 - Jun. 2018

**Name:** myOn

#### Description:

Purchase myOn digital library for all coordinated schools to support students in grades PreK-5 .

#### Implementation Benchmarks:

myOn purchase July 1

Student information loaded July 15

Initial training scheduled and held July 21

Follow-up training for grade-level teachers from each school on components (building book sets, creating projects, formative assessment tools, etc.) Sept. 29

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	<p>100% students and teachers log usage by Dec. 1</p> <p>Monthly usage reports included in CEO / Board Reports beginning December 2016</p> <p><b>Resources:</b> MLO Funds</p> <p><b>Key Personnel:</b> Executive Director of Learning Services Coordinator of Curriculum, Instruction and Assessment</p> <p><b>Status:</b> Complete</p>
<p>Nov. 2015 - Jun. 2016</p>	<p><b>Name:</b> Primary Literacy School Visits</p> <p><b>Description:</b> Schedule visits with all coordinated elementary schools to examine improvement efforts and provide support in each building.</p> <p><b>Implementation Benchmarks:</b> School visits scheduled Winter visits completed as of December 2015 Feedback provided to principals as of February 2016 PACE Rubric created and shared with principals Spring visits in progress - completion date of June 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Chief Education Officer</p>

	<p>Primary Literacy Team</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Nov. 2015	<p><b>Name:</b> Leaders in Literacy Summit</p> <p><b>Description:</b> Plan, coordinate and implement a state-wide Leaders in Literacy Summit to promote leadership in literacy to improve achievement outcomes for students.</p> <p><b>Implementation Benchmarks:</b> Event scheduled Speakers identifies Invitations and registration process complete Event completed</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> CEO, Executive Director of Learning Services, Executive Director of Individualized Instruction, Coordinator of Curriculum Instruction and Assessment</p> <p><b>Status:</b> Complete</p>
Jul. 2015 - Jun. 2016	<p><b>Name:</b> READ Camp</p> <p><b>Description:</b> Institute fall, spring and summer intersession READ Camp opportunities for students on READ plans to address regression during breaks from school.</p> <p><b>Implementation Benchmarks:</b></p>

	<p>Fall Break READ Camp October 12-23 Complete 92 students participated Spring Break READ Camp March 21-April1 Summer READ Camp June 6- June 30</p> <p>Budgets approved and developed Students identified and parents contacted Curriculum developed Teachers and leaders selected Students enrolled and participating Data analyzed after each session</p> <p><b>Resources:</b> READ Funds MLO</p> <p><b>Key Personnel:</b> Executive Director of Individualized Education, Executive Director of Learning Services, Coordinator of Curriculum, Instruction and Assessment</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - May. 2017</p>	<p><b>Name:</b> Early Literacy Assessment Tool Project (ELAT)</p> <p><b>Description:</b> Continue district participation in ELAT Grant Project including use of Amplify DIBELS Next Assessment tools, DIBELS Deep diagnostic assessment, training, and support.</p> <p><b>Implementation Benchmarks:</b> New leaders to project attend DIBELS Next training July 2015</p>

	<p>New coordinated school teachers trained on administering assessment tools July 2015</p> <p>Provide training to charter school teachers new to ELAT by August 2015</p> <p>Provide training on Pathways of Progress to teachers and leaders by Oct. 2015</p> <p>Encourage participation in ELAT provided DIBELS Deep training for teachers and leaders in Sept. and Oct. 2015</p> <p>Coordinate participation for Remington, Odyssey and Stetson Elementary Schools to provide additional on-site training and support with implementation Oct. 2015</p> <p>Coordinate account and data reviews with Amplify January and June 2016</p> <p>Serve as member of state-wide ELAT Advisory Committee.</p> <p><b>Resources:</b> ELAT Grant</p> <p><b>Key Personnel:</b> Coordinator of Curriculum, Instruction and Assessment</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - May. 2016</p>	<p><b>Name:</b> Provide Professional Development and Support for Primary Literacy</p> <p><b>Description:</b> Provide a variety of professional development opportunities for teachers and leaders to improve literacy achievement.</p> <p><b>Implementation Benchmarks:</b> Send leaders and teachers to DIBELS Super Institute to gain knowledge about assessment and instructional tools July 2015</p> <p>Work with CIA leaders in zones to update READ Handbook by Sept. 2015</p> <p>Provide reports to each school to ensure accuracy of data (quarterly)</p> <p>Provide READ Plan training and support to schools and zones - August 2015-Jan. 2016</p> <p>Coordinate Reading Foundations Academy in District 49 to be held Nov. 2015 Jan 2016 and April-May 2016</p> <p>Provide Dyslexia Training for Teachers</p>

	<p>Provide training for developing the English language with preschoolers</p> <p>Provide training in analysis of TS GOLD preschool and kindergarten assessment data</p> <p>Provide training in Curriculum Literacy</p> <p>Send teachers and leaders to DIBELS Super institute July 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b></p> <p>Executive Director of Learning Services</p> <p>Coordinator of Curriculum, Instruction and Assessment</p> <p>Dean of Early Childhood nEducatio</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>Name:</b> Adult English Language Development Courses</p> <p><b>Description:</b></p> <p>Provide stipends to two teachers to facilitate Adult English as a Language Courses (ESL)/Family Literacy Program including benefits in support of improving family literacy.</p> <p>Purchase materials to support program.</p> <p><b>Implementation Benchmarks:</b></p> <p>Quarterly attendance and participation review</p> <p><b>Resources:</b></p> <p>Title III Stipends and benefits 4,710</p> <p>Title III Supplies 2,975</p> <p><b>Key Personnel:</b></p>

	<p>Coordinator of English Language Development</p> <p><b>Status:</b> In Progress</p>
Apr. 2016 - Apr. 2016	<p><b>Name:</b> Pursuing Peak Literacy Summit</p> <p><b>Description:</b> Coordinate and hold a Pursuing Peak Literacy Summit for D49 teachers and leaders to share best practices with Primary Literacy Initiative implementation.</p> <p><b>Implementation Benchmarks:</b> Schedule presenters Hold conference Gain feedback</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Learning Services Primary Literacy Team</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy: 49 Pathways**

Ensure all students are career and workforce ready by implementing individualized pathways for students.

**Root Cause(s) Addressed:**

Alignment with Colorado Academic Standards

**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 Education

Other:

**Action Steps**

Jul. 2015 - Jun. 2016

**Name:** Path Builders

**Description:**

Continue monthly Path Builders Team meetings to design Career & College Pathways aligned with new CO Graduation Guidelines.

**Implementation Benchmarks:**

Monthly calendars and agendas. 100% meetings held.

**Resources:**

**Key Personnel:**

CEO

**Status:** In Progress

Jul. 2015 - Jun. 2016

**Name:** Advisors

**Description:**

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	<p>Support high schools with implementation of advisory structures that support ICAP process. Provide ongoing consultation, training and curricular resources as needed.</p> <p><b>Implementation Benchmarks:</b> Training schedules, Schoology group resources, meeting schedules.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Path Builders Team</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - Jul. 2015	<p><b>Name:</b> Hire Adjunct Staff</p> <p><b>Description:</b> Hire Coordinator of Concurrent Enrollment Instruction to provide English 121 for students at three sites and mentor college adjunct candidates for future CE offerings.</p> <p><b>Implementation Benchmarks:</b> Course registrants per semester. Monitor number of adjunct candidates in English, History and Math.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Concurrent Enrollment</p> <p><b>Status:</b> Complete</p>
Sep. 2015 - Oct. 2015	<p><b>Name:</b> Concurrent Enrollment Marketing and Promotion</p>

	<p><b>Description:</b> Coordinate an open house for potential concurrent enrollment students and parents at Creekside Success Center Pikes Peak Community College Educational Suite to provide information and facility tours for families interested in participating in concurrent enrollment options at our district's new PPCC site. Provide information to parents during Parent Teacher Student Association (PTSA) meetings and special education fair.</p> <p><b>Implementation Benchmarks:</b> Attendance at open house Presentations held at PTSA meetings in schools Presentations and info. presented during special education fair</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Concurrent Enrollment</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>Name:</b> Concurrent Enrollment Advisory Board</p> <p><b>Description:</b> Participate on Colorado Department of Education Concurrent Enrollment Advisory Board to ensure that the district has access to information related to the most current direction and changes at the state level related to concurrent enrollment.</p> <p><b>Implementation Benchmarks:</b> Bi-Monthly Attendance</p> <p><b>Resources:</b></p>

	<p><b>Key Personnel:</b> Director of Concurrent Enrollment</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - Jul. 2015	<p><b>Name:</b> Training for counselors and registrars</p> <p><b>Description:</b> Provide training for counselors and registration regarding new concurrent enrollment protocols and best-practice procedures for concurrent enrollment (transcripts, enrollment, qualifications, AVP, etc.).</p> <p><b>Implementation Benchmarks:</b> Training planned, scheduled and complete July 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director Concurrent Enrollment</p> <p><b>Status:</b> Complete</p>
Jan. 2016 - Jan. 2016	<p><b>Name:</b> Concurrent Enrollment Information Nights</p> <p><b>Description:</b> Schedule information nights for students and families at each high school to provide information about concurrent enrollment options.</p> <p><b>Implementation Benchmarks:</b> Attendance at information nights. Number of students registering for CE 16-17.</p>

	<p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Concurrent Enrollment</p> <p><b>Status:</b> Not Started</p>
<p>May. 2015 - Oct. 2015</p>	<p><b>Name:</b> P-TECH Initiative</p> <p><b>Description:</b> Support James Irwin Charter School with PTECH Application (Pathways to Technology Early College) initiative to provide students with career options in construction and advanced manufacturing.</p> <p>Create individualized course pathways by grade-level incorporating Advanced Manufacturing, Construction, CAD, Welding, HVAC and Electronics concurrent enrollment postsecondary options to support PTEC (Power Technical Early College, grades 6-14) application to CDE. All pathways lead to AAS degrees with stackable industry certifications.</p> <p><b>Implementation Benchmarks:</b> James Irwin P-Tech Application submitted and accepted by October 2015 District 49 P-Tech Application submitted and accepted by December 2015 Open PTEC grades 6-9 August 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> CEO Director of Concurrent Enrollment Director of Career and Technical Education</p> <p><b>Status:</b> In Progress</p>

<p>Aug. 2015 - May. 2016</p>	<p><b>Name:</b> ICAP and IEP</p> <p><b>Description:</b> Incorporate Individual Career and Academic Plan (ICAP) elements into student IEPs at the high school level.</p> <p><b>Implementation Benchmarks:</b> IEP Audits conducted Dec. 2015 and May 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Assistant Director of Special Education</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - Nov. 2015</p>	<p><b>Name:</b> Manufacturing Pathway</p> <p><b>Description:</b> Provide support and funding for integration of new manufacturing pathway at Sand Creek High School to support the implementation of the School of Design.</p> <p><b>Implementation Benchmarks:</b> Equipment purchased September 2015 Training complete December 2015 Staff CTE authorized February 2016</p> <p><b>Resources:</b> CTE and Perkins</p>

	<p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> Complete</p>
Sep. 2015 - Nov. 2015	<p><b>Name:</b> Career Fair</p> <p><b>Description:</b> Plan and implement a D49 student / community career fair to provide information about career and college opportunities for all juniors and seniors in D49 to be held at Creekside.</p> <p><b>Implementation Benchmarks:</b> Online registration system in place Businesses and schools contacted and committed to attend</p> <p><b>Resources:</b> CTE and small business alliance support</p> <p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> Complete</p>
Jul. 2015 - Oct. 2015	<p><b>Name:</b> Southern Colorado Manufacturing Expo</p> <p><b>Description:</b> Coordinate participation of D49 students attending the 2nd SOCOM Manufacturing Expo.</p> <p><b>Implementation Benchmarks:</b> Coordination of registration and transportation</p>

	<p>Action Complete - Approximately 500 students from D49 schools attended the event</p> <p><b>Resources:</b> CTE</p> <p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> Complete</p>
Sep. 2015 - Oct. 2015	<p><b>Name:</b> UCCS Project Lead the Way Conference</p> <p><b>Description:</b> Present at UCCS Project Lead the Way Conference to share PLTW integration of new pathways and impacts of PLTW at the school-level with leaders from across Colorado.</p> <p><b>Implementation Benchmarks:</b> Presentation prepare and presented</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Jul. 2016	<p><b>Name:</b> Agriculture Pathway</p> <p><b>Description:</b></p>

	<p>Support Falcon High School with the implementation of a new integrated Agriculture pathway beginning in the 2015-2016 school year.</p> <p><b>Implementation Benchmarks:</b>  Initial course developed and scheduled August 2015  15-16 courses full by august 2015  Additional courses developed February 2016  Full pathway built and implemented by school-year 2018-2019</p> <p><b>Resources:</b>  CTE</p> <p><b>Key Personnel:</b>  Director of Career and Technical Education</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2016</p>	<p><b>Name:</b> Increased CTE Participation</p> <p><b>Description:</b>  Support all middle and high schools with increased participation in CTE courses.</p> <p><b>Implementation Benchmarks:</b>  Ongoing:  Explore new pathways and courses  Implement courses and adjust depending on career outlook  Purchase supplies and materials for new courses as needed  Upcoming:  Initiate partnership with Peyton School District to access Woods and Advance Manufacturing Programs for students January 2016</p>

	<p>Implement PAC core construction program at Patriot Learning Center January 2016</p> <p><b>Resources:</b> CTE</p> <p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> In Progress</p>
- May. 2016	<p><b>Name:</b> CTE Credentialing</p> <p><b>Description:</b> Continue to offer courses in Schoology for staff CTE credential requirements. Develop and teach EDU 250 &amp; 251 to CTE staff.</p> <p><b>Implementation Benchmarks:</b> Update courses Offer courses Provide certification</p> <p><b>Resources:</b> CTE</p> <p><b>Key Personnel:</b> Director of Career and Technical Education Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>

<p>- Feb. 2016</p>	<p><b>Name:</b> CTE Program Improvement Training</p> <p><b>Description:</b> Initiate CTE program improvement training</p> <p><b>Implementation Benchmarks:</b> Train CTE instructors Prepare audit materials Record attendance in Schoology February 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - Apr. 2016</p>	<p><b>Name:</b> CTE Articulation</p> <p><b>Description:</b> Evaluate, create, and resubmit for district wide articulation for additional CTE classes</p> <p><b>Implementation Benchmarks:</b> Develop and/or evaluate articulation agreements for CTE classes to reflect college credit</p> <p><b>Resources:</b> CTE</p> <p><b>Key Personnel:</b></p>

	<p>Director of Career and Technical Education</p> <p><b>Status:</b> In Progress</p>
<p>Oct. 2015 - Oct. 2015</p>	<p><b>Name:</b> NACEP Conference</p> <p><b>Description:</b> Attend National Alliance of Concurrent Enrollment Partnerships Conference in October. Invite college math instructors and PPCC Concurrent Enrollment staff to present together with D49 leadership team to share best-practices in hiring adjunct professors to support CE initiatives.</p> <p><b>Implementation Benchmarks:</b> Registration complete instructors and PPCC Concurrent Enrollment staff identified and invited Presentation developed and presented Presentation delivered</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> CEO Executive Director of Learning Services Director of Concurrent Enrollment</p> <p><b>Status:</b> In Progress</p>
<p>Jan. 2015 - Aug. 2015</p>	<p><b>Name:</b> Concurrent Enrollment Career Pathway</p> <p><b>Description:</b> Create Concurrent Enrollment College Instructor preparation process for high school teachers who are interested in becoming college professors on our high school campuses. Process includes protocols for teachers going to graduate</p>

	<p>school if needed, to qualify to teach college level course, based on the Higher Learning Commission standards.</p> <p><b>Implementation Benchmarks:</b> Flow chart and forms for teachers to apply to become Concurrent Enrollment college instructors created and distributed</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Concurrent Enrollment Director of Human Resources</p> <p><b>Status:</b> Complete</p>
Jul. 2016 - May. 2017	<p><b>Name:</b> Capstone Pilot</p> <p><b>Description:</b> Pilot capstone projects with English learners and selected students with individual education plans.</p> <p><b>Implementation Benchmarks:</b></p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Individualized Education Coordinator of English Language Development</p> <p><b>Status:</b> Not Started</p>
Aug. 2016 - May. 2017	<p><b>Name:</b> Co-Teaching Initiative</p>

	<p><b>Description:</b> Initiate training for co-teaching at the secondary level.</p> <p><b>Implementation Benchmarks:</b></p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive director of Individualized Education</p> <p><b>Status:</b> Not Started</p>
Nov. 2015 - Aug. 2017	<p><b>Name:</b> PPEC Initiative</p> <p><b>Description:</b> Write and submit early college high school application to expand concurrent enrollment offerings.</p> <p><b>Implementation Benchmarks:</b> Pikes Peak Early College Application Submitted February 2016 Identify PPEC Principal Open PPEC grades 9-13 August 2016 Add PPEC grade 14+ beginning August 2017</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of concurrent Enrollment iConnect Zone Leader Springs Studio Principal</p>

	<p><b>Status:</b> In Progress</p>
Mar. 2016 - Dec. 2016	<p><b>Name:</b> Transportation for Concurrent Enrollment</p> <p><b>Description:</b> Explore options for providing transportation options for students participating in Concurrent Enrollment off campus.</p> <p><b>Implementation Benchmarks:</b> Initial meetings held</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Concurrent Enrollment Director of Career and Technical Education Director of Transportation</p> <p><b>Status:</b> In Progress</p>
Oct. 2016 - Nov. 2015	<p><b>Name:</b> Student Pathways</p> <p><b>Description:</b> Support school counselors by providing templates for each school's pathways. Expand to Power Zone, iConnect and Sand Creek Zone.</p> <p><b>Implementation Benchmarks:</b></p> <p><b>Resources:</b></p>

	<p><b>Key Personnel:</b> Director of Concurrent Enrollment Director of Career and Technical Education</p> <p><b>Status:</b> In Progress</p>
Mar. 2016 - May. 2016	<p><b>Name:</b> Soft Skill Curriculum</p> <p><b>Description:</b> Explore options for soft skill curriculum to support schools with teaching 21st century skills to students.</p> <p><b>Implementation Benchmarks:</b> Pilot Conover curriculum with school counselors March-May 2016</p> <p><b>Resources:</b> CTE</p> <p><b>Key Personnel:</b> Path Builders Counselors</p> <p><b>Status:</b> In Progress</p>
Feb. 2016 - Jul. 2016	<p><b>Name:</b> Course Codes</p> <p><b>Description:</b> Eliminate duplicate course codes and align all courses with correct CDE descriptors.</p> <p><b>Implementation Benchmarks:</b> Initial clean up submitted March 2016</p>

	<p>Meeting with Lead Counselors, and SIS Manager March 2016 Counselors complete review of course codes K-12 July 1, 2017</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Data and Reporting Analyst Infinite Campus Manager Lead Counselors</p> <p><b>Status:</b> In Progress</p>
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**Major Improvement Strategy:** Standards Aligned Instruction

Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.

**Root Cause(s) Addressed:**

Alignment with Colorado Academic Standards  
Professional Development  
Data-Driven Instruction

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

☒ State Accreditation  
☒ Title III

☐ Student Graduation and Completion Plan (Designated Graduation District)  
☒ Gifted Education

Other:

☒ Title IA

☒ Title IIA

**Action Steps**

Jul. 2015 - May. 2016

**Name:** Professional Development for ELD Staff

**Description:**

Provide professional development for English Language Development Program (ELD) teachers and staff around effective Learning Targets/Objectives and Demonstration of Learning

**Implementation Benchmarks:**

80% of spot observation will reflect proficient or advanced on lesson targets/objectives

Monthly training complete

**Resources:**

Title III 16,000

**Key Personnel:**

Coordinator of English Language Development

	<b>Status:</b> In Progress
Aug. 2015 - Dec. 2015	<p><b>Name:</b> Supplies to support ELD</p> <p><b>Description:</b> Purchase supplemental materials/supplies for the English Language Development Program (ELD) / mainstream classrooms to support the English learners.</p> <p><b>Implementation Benchmarks:</b> Completed order forms, materials delivered to classrooms</p> <p><b>Resources:</b> Title III 9,900</p> <p><b>Key Personnel:</b> Coordinator of English Language Development</p> <p><b>Status:</b> Complete</p>
Mar. 2016 - May. 2016	<p><b>Name:</b> Technology for ELD</p> <p><b>Description:</b> Purchase of technology to supplement and enhance instruction for English learners</p> <p><b>Implementation Benchmarks:</b> Technology resources purchased and delivered to classrooms, technology in use with students</p> <p><b>Resources:</b> Title III 6,000</p>

	<p><b>Key Personnel:</b> Coordinator of English Language Development</p> <p><b>Status:</b> Not Started</p>
Sep. 2015 - Jan. 2016	<p><b>Name:</b> Training on Standards-based IEPs</p> <p><b>Description:</b> Provide training for special education staff members (teachers, director designees, and speech language pathologists on aligning IEP goals with Colorado Academic Standards.</p> <p><b>Implementation Benchmarks:</b> IEP Audits</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Assistant Director of Special Education</p> <p><b>Status:</b> In Progress</p>
Sep. 2015 - Jan. 2016	<p><b>Name:</b> Standards-Aligned Lesson Objectives</p> <p><b>Description:</b> Ensure that special education itinerants (speech/language pathologists, director designees, and motor team) post and communicate students lesson objects aligned with Colorado Academic Standards.</p> <p><b>Implementation Benchmarks:</b> Spot observations</p>

	<p><b>Resources:</b></p> <p><b>Key Personnel:</b> Assistant Director of Special Education</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Oct. 2015	<p><b>Name:</b> Standards-Based Lesson Design</p> <p><b>Description:</b> Provide training for teachers on developing lesson plans aligned with standards-based instructional practices.</p> <p><b>Implementation Benchmarks:</b> Training scheduled, participants registered, training complete</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Mar. 2016	<p><b>Name:</b> BEACON Formative Assessments</p> <p><b>Description:</b> Support schools with pilot implementation of BEACON formative assessment tools aligned with Colorado Academic Standards.</p> <p><b>Implementation Benchmarks:</b> Customized assessments developed with zone / school input August-Sept. 2015</p>

	<p>Initial training provided October 2015</p> <p>Initial assessment administered October 2015</p> <p>develop and distribute district specific guidance and training to support schools with implementation Oct. 2015</p> <p>School visits scheduled and completed to observe assessment process and gather feedback October 2015</p> <p>Follow-up training on data analysis provided November 2015</p> <p>Support schools with use of "Quick Checks" and "Performance Tasks" - Nov. 2015- May 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b></p> <p>Executive Director of Learning Services, Executive Director of Individualized Education, Coordinator of Curriculum, Instruction and Assessment</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - Jan. 2016</p>	<p><b>Name:</b> Document-Based Questioning Training</p> <p><b>Description:</b></p> <p>Provide training sessions for elementary-high school content area teachers on scaffolding writing based on six-step DBQ method. Unpacking questions, identifying writing tasks, purpose of reading, document analysis, choosing appropriate evidence, modeled writing and responding to text to support integration of the English Language Arts Standards in instruction across the curriculum.</p> <p><b>Implementation Benchmarks:</b></p> <p>Training scheduled</p> <p>Participants registered</p> <p>Training Complete</p> <p>Strategies evident in classrooms through classroom walkthroughs and observation</p> <p><b>Resources:</b></p>

	<p>Title II A 6,000</p> <p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> Complete</p>
Jan. 2016 - May. 2016	<p><b>Name:</b> Retention and Recruitment</p> <p><b>Description:</b> Provide assistance to human resources staff for recruiting hard to fill positions in math, science, special education.</p> <p><b>Implementation Benchmarks:</b> Supplies purchased Recruiting scheduled and complete Potential applicants identified</p> <p><b>Resources:</b> Title IIA Supplies 2,000 Title IIA In-State Travel 2,000</p> <p><b>Key Personnel:</b> Director of Human Resources</p> <p><b>Status:</b> In Progress</p>
Dec. 2015 - Jun. 2016	<p><b>Name:</b> Math Standards Training</p> <p><b>Description:</b> Provide training for elementary, middle and high school teachers to support alignment of instruction with the Colorado</p>

	<p>Academic Standards in math.</p> <p><b>Implementation Benchmarks:</b>          Provide milage for teachers to attend CPM training in Denver - August 2015          Provide Eureka Math Training for teachers - February 2016          Provide Follow-up Eureka Math training for teachers - May 206          Send teachers to eureka Math Institute to become trainers for schools - June 2016</p> <p><b>Resources:</b>          Title II A 12,00</p> <p><b>Key Personnel:</b>          Executive Director of Learning Services</p> <p><b>Status:</b> In Progress</p>
<p>Dec. 2015 - Jun. 2016</p>	<p><b>Name:</b> English Language Arts Standards Training</p> <p><b>Description:</b>          Provide training for elementary, middle and high school teachers teachers on implementing the ELA Colorado Academic Standards to improve standards-aligned instruction.</p> <p><b>Implementation Benchmarks:</b>          Provide Core Knowledge Language Arts Training for teachers - January - May 2016</p> <p><b>Resources:</b>          Title II A 12,000</p> <p><b>Key Personnel:</b></p>

	Executive Director of Learning Services
	<b>Status:</b> Not Started
Aug. 2015 - Jun. 2016	<p><b>Name:</b> Multi-Tiered Support System (MTSS)</p> <p><b>Description:</b> Fully implement a Multi-tiered support system to ensure all students standards-aligned instructional learning opportunities.</p> <p><b>Implementation Benchmarks:</b>            Creation of MTSS Quick Guide to guide MTSS process distributed by 9/10            Set due dates of data collection on MTSS metrics      communicated by 9/10/15            Send MTSS Metric data summaries to Zone leaders quarterly, starting 10/10/15            Survey staff on MTSS understanding by December 15            Survey administration on MTSS understanding by December 15            Draft needs assessment of MTSS support for 2016-201 created by 12/20/15            Report out findings of needs assessment by March 2016            Revise MTSS Quick Guide based on assessment      by May 2015</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Individualized Education</p> <p><b>Status:</b> In Progress</p>
May. 2016 - May. 2016	<p><b>Name:</b> Parent / Stakeholder Communication Survey</p> <p><b>Description:</b></p>

	<p>Administer a parent / stakeholder survey to assess and improve communication efforts of Individualized Education Staff.</p> <p><b>Implementation Benchmarks:</b> Survey created, administered by May 2016 Results analyzed and communicated by August 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Individualized Education</p> <p><b>Status:</b> Not Started</p>
<p>Oct. 2015 - Dec. 2015</p>	<p><b>Name:</b> WIDA Model Assessments for English Language Development</p> <p><b>Description:</b> Purchase WIDA MODEL Assessment to use as a supplemental language assessment aligned to WIDA Standards.</p> <p><b>Implementation Benchmarks:</b> Assessment purchased Teachers and administered trained Assessment implemented</p> <p><b>Resources:</b> Title III 7,000</p> <p><b>Key Personnel:</b> Coordinator of English Language Development</p>

	<p><b>Status:</b> Complete</p>
Jul. 2015 - May. 2016	<p><b>Name:</b> Gifted and Talented Program Improvement</p> <p><b>Description:</b> Improve Gifted and Talented programming for students.</p> <p><b>Implementation Benchmarks:</b> Hire Coordinator of Gifted and Talented Education by July 2015 Create flow chart for academically gifted identification by August 2015 Increase African-American and Hispanic gifted identification by 2% by May 2016</p> <p>School Year 2016-2017 100% of students identified as gifted in grades 3,5,8 will participate in common assessments by May 2017 Based on common assessment data, students will grow 2% in area of giftedness per assessment period by May 2017</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Individualized Education Coordinator of Gifted Education</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Apr. 2016	<p><b>Name:</b> Interpreting and Translation Services</p> <p><b>Description:</b> Provide Interpreting/Translating Services for our English Learner families</p> <p><b>Implementation Benchmarks:</b></p>

	<p>Completed request forms</p> <p>Attendance at Parent Teacher Conferences</p> <p>Materials distributed</p> <p><b>Resources:</b></p> <p>Title III 1278.46</p> <p><b>Key Personnel:</b></p> <p>Coordinator of English Language Development</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - Apr. 2016	<p><b>Name:</b> Supporting parents of English Learners</p> <p><b>Description:</b></p> <p>Increase parental / stakeholder involvement of English Learner families.</p> <p>Purchase materials/supplies for English Language Development Program (ELD) Parent Advisory Meetings/Adult &amp; Family Literacy.</p> <p><b>Implementation Benchmarks:</b></p> <p>Supplies purchased</p> <p>Meetings / trainings scheduled and held</p> <p><b>Resources:</b></p> <p>Title III 1,250</p> <p><b>Key Personnel:</b></p> <p>Coordinator of English Language Development</p>

	<b>Status:</b> In Progress
Aug. 2015 - Jun. 2016	<p><b>Name:</b> Tutoring for Immigrant Students</p> <p><b>Description:</b> Provide tutoring services to identified immigrant students in D49.</p> <p><b>Implementation Benchmarks:</b> Students identified Tutors identified Tutoring provided as needed (on-going)</p> <p><b>Resources:</b> Title III SA 6931.54</p> <p><b>Key Personnel:</b> Coordinator of English Language Development</p> <p><b>Status:</b> In Progress</p>
Feb. 2016 - Aug. 2016	<p><b>Name:</b> E-Learning Collaborative</p> <p><b>Description:</b> Establish relationship with E-Learning Collaborative to provide access to online courses and professional learning for teachers on how to build online courses aligned to the Colorado Academic Standards.</p> <p><b>Implementation Benchmarks:</b> Initial meetings held with ELC February-March 2016 Teacher training scheduled and held June-August 2016 Courses developed by September 2016</p>

	<p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Learning Services Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
Feb. 2016 - May. 2016	<p><b>Name:</b> Elementary Report Card Alignment</p> <p><b>Description:</b> Support zones in re-aligning elementary report cards to reflect new Colorado Academic Standards.</p> <p><b>Implementation Benchmarks:</b> Report cards re-aligned Submitted to IC support personnel Implemented for 16-17 school year</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Coordinator of Curriculum, Instruction and Assessment</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - Sep. 2016	<p><b>Name:</b> Assessment RFP</p> <p><b>Description:</b> Conduct an RFP for a comprehensive assessment system to support aligning instruction to the Colorado Academic</p>

	<p>Standards and expectations with PARCC and SAT.</p> <p><b>Implementation Benchmarks:</b>  Principal input gathered January 2016  Committee developed January 2016  RFP launched February 2016  Vendor presentations March-April 2016  Assessment selection April-May 2016  Training and implementation July-September 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b>  Executive Director of Learning Services  Coordinator of Curriculum, Instruction and Assessment  Zone Leaders  Principals</p> <p><b>Status:</b> In Progress</p>
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**Major Improvement Strategy:** Professional Development

Continue to provide professional development for teachers and leaders to sustain instructional improvement efforts.

**Root Cause(s) Addressed:**

Professional Development

**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 Education

Other:

**Action Steps**

Aug. 2015 - Jun. 2016

**Name:** Teacher Training Cohort

**Description:**

Institute a training cohort team to provide training to new and experienced teachers on:

- Mentoring in the 21st Century to support mentoring for new teachers to the district
- Meeting the Diverse Needs of Learners to provide strategies for teachers on differentiating instruction
- Why Didn't I Learn That in College (Implementing High Impact Instructional Strategies)

**Implementation Benchmarks:**

Training teams identified and recruited

Mentoring in the 21st Century Training Complete October 2015

Why Didn't I Learning this in College Training Complete January 2016

Meeting the Diverse Needs of Learners Trainer Training April 2016

Meeting the Diverse Needs of Learners teacher Training June 2016

**Resources:**

Title II A 25,600

	<p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> In Progress</p>
Dec. 2015 - Dec. 2015	<p><b>Name:</b> Instructional Leadership</p> <p><b>Description:</b> Continue to provide Leadership Blueprint Training for new leaders to support consistency in effective leadership practices.</p> <p><b>Implementation Benchmarks:</b> Participants identified and invited to attend Training scheduled and attended Evidence of leadership practices through observation</p> <p><b>Resources:</b> Title II A 25,000</p> <p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> Complete</p>
Dec. 2015 - May. 2016	<p><b>Name:</b> Instructional Coaching Supplies</p> <p><b>Description:</b> Purchase technology supplies to support instructional mentors and coaches with implementing real-time and virtual coaching with teachers to improve instruction.</p>

	<p><b>Implementation Benchmarks:</b> Coaching sessions scheduled and complete Evidence of strategies implemented through coaching cycle</p> <p><b>Resources:</b> Title II A 2,500</p> <p><b>Key Personnel:</b> Executive Director of Learning Services Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
<p>Oct. 2015 - Oct. 2015</p>	<p><b>Name:</b> Instructional Coach Training</p> <p><b>Description:</b> Provide training for instructional coaches district-wide at the elementary, middle and high school levels. Send instructional coaches to Jim Knight Coaching Conference in Denver, October 2015. Purchase books on high impact instructional strategies and coaching techniques for instructional coach book studies</p> <p><b>Implementation Benchmarks:</b> Instructional Coaches identified for participation in conferences. Registration and attendance complete. Coaches present on lessons learned to larger group after conference attendance. Books purchased and book studies scheduled and complete.</p> <p><b>Resources:</b> Title IIA Travel 10,000 Title II A Books 2,500</p>

	<p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> Complete</p>
Sep. 2015 - May. 2016	<p><b>Name:</b> Provide Substitutes for Teachers / Paras to Attend Professional Development</p> <p><b>Description:</b> Provide subs for teachers to participate in professional development (CKH, Teacher Trainer Cohort, Mentoring, Peer Observations and Professional Learning Communities)</p> <p><b>Implementation Benchmarks:</b> Schedule substitutes as needed for staff to attend training</p> <p><b>Resources:</b> Title II A 26,000</p> <p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - Jun. 2016	<p><b>Name:</b> Training on Instructional Technology</p> <p><b>Description:</b> Provide training for instructional technology coaches on best-practices in supporting technology integration in classroom instruction.</p> <p><b>Implementation Benchmarks:</b></p>

	<p>Attendance at National Schoology Conference July 2015</p> <p>Google Apps for Education Conference September 2015</p> <p>Plan, Coordinate and Lead State-Wide Schoology Conference October 2015</p> <p>Launch TechKnow Blog on Aha! Network January 2016</p> <p>Host Pikes Peak Region EdCamp January 2016</p> <p>Participate in Colorado Online and Blended Learning Conference February 2016</p> <p>Provide registration fees for teachers and leaders to attend ISTE Conference Attendance June 2016</p> <p>Host Google Apps for Education Summit July 2016</p> <p>Provided registration fees for July 2016 Schoology Next Conference</p> <p>Host 2nd Annual Connect Colorado with Schoology October 2016</p> <p><b>Resources:</b></p> <p>Title II A 10,000</p> <p><b>Key Personnel:</b></p> <p>Executive Director of Learning Services</p> <p>Instructional Technology Specialists</p> <p>Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
<p>Oct. 2015 - Jun. 2016</p>	<p><b>Name:</b> Model Classroom Project</p> <p><b>Description:</b></p> <p>Provide stipends for teachers to continue development of the model classroom video library to support teachers with exemplary models of effective instructional practice. Provide training for teachers and instructional coaches utilizing model classroom video library.</p> <p><b>Implementation Benchmarks:</b></p> <p>10-15 new videos created and aligned with effective teaching practices</p>

	<p>Training modules developed and deployed with instructional coaches and teachers technology purchased to support project</p> <p><b>Resources:</b> Title II A Stipends 10,000</p> <p><b>Key Personnel:</b> Executive Director of Learning Services Online Professional Development Specialist</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Name:</b> Substitutes for English Language Development Teachers</p> <p><b>Description:</b> Provide substitutes for ELD teachers to attend Professional Development.</p> <p><b>Implementation Benchmarks:</b></p> <p><b>Resources:</b> Title III 1278.46</p> <p><b>Key Personnel:</b> Coordinator of English Language Development</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Jun. 2016	<p><b>Name:</b> Evaluator Certification Training Program</p>

	<p><b>Description:</b> Provide Colorado Department of Education Approved Training Program to train and certify evaluators of licensed staff.</p> <p><b>Implementation Benchmarks:</b> Training Program Session 1 August-September 2015 Complete Training Program Session 2 June 2016 In Progress</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> In Progress</p>
Feb. 2016 - Aug. 2016	<p><b>Name:</b> Learning on Demand</p> <p><b>Description:</b> Explore and then implement opportunities for learning on demand professional development for educators using Schoology.</p> <p><b>Implementation Benchmarks:</b> Spark Courses designed and piloted February-March 2016 Meet with D49 course developers and E-Learning Collaborative February- April 2016 Key Courses piloted March-July 2016 Launch Learning on Demand August 2016</p> <p><b>Resources:</b> 10,000 Title II A (2016-2017 SY)</p>

	<p><b>Key Personnel:</b> Executive Director Learning Services Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - May. 2016	<p><b>Name:</b> Aha! Network Registration System</p> <p><b>Description:</b> Implement new professional development system within Aha! Network to provide integrated registration processes for educators and staff.</p> <p><b>Implementation Benchmarks:</b> Go Sign Me Up embedded in Aha! Network Website July 2015 Communication to staff July September 2015 Staff Meetings at schools March-May 2016 to promote improved usage</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Learning Services Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - Jul. 2016	<p><b>Name:</b> Alternative Licensure Program</p> <p><b>Description:</b> Work to develop an alternative licensure program to support the need to hire effective teachers, especially in hard-to fill areas and to support concurrent enrollment expansion.</p>

	<p><b>Implementation Benchmarks:</b>          Meetings with department leaders to investigate need (HR, Concurrent Enrollment, Special Education, Early childhood) January-March 2016          Collect and analyze data March 2016          Develop application March-May 2016          Submit to CDE for State Board Approval June 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b>          Executive Director Learning Services          Executive Director Individualized Education          Director of Human Resources</p> <p><b>Status:</b> In Progress</p>
<p>Mar. 2016 - Mar. 2016</p>	<p><b>Name:</b> Kagan Professional Development</p> <p><b>Description:</b>          Provide training for teachers on Kagan Cooperative Learning Strategies</p> <p><b>Implementation Benchmarks:</b>          Four training March 2016          Follow-up training Fall 2016</p> <p><b>Resources:</b>          ELPA Funds 15-16 15,000          ELPA Funds 16-17 3,139</p>

	<p><b>Key Personnel:</b> Coordinator of English Language Development</p> <p><b>Status:</b> In Progress</p>
Sep. 2015 - May. 2016	<p><b>Name:</b> Schoology Ambassador Program</p> <p><b>Description:</b> Initiate a Schoology Ambassador Program to provide every building support with Schoology implementation.</p> <p><b>Implementation Benchmarks:</b> Ambassadors selected September 2015 Meetings held at least quarterly by May 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - May. 2016	<p><b>Name:</b> Provide parents training on Love and Logic</p> <p><b>Description:</b> Provide classes for parents of English language learners on Love and Logic Strategies</p> <p><b>Implementation Benchmarks:</b> Identify trainer Schedule classes</p>

	<p>Purchase food and supplies, books etc.</p> <p>Notify parents</p> <p>provide childcare</p> <p>attendance taken</p> <p><b>Resources:</b></p> <p>Title III Aside 10,000</p> <p><b>Key Personnel:</b></p> <p>Executive Director of Individualized Education</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - May. 2016	<p><b>Name:</b> Classroom Instruction that Works for ELLS</p> <p><b>Description:</b></p> <p>Provide training for teachers on Classroom Instruction that Works for English language learners.</p> <p><b>Implementation Benchmarks:</b></p> <p>Training scheduled</p> <p>Complete</p> <p>Attendance taken</p> <p><b>Resources:</b></p> <p>ELPA Funds 800.00</p> <p><b>Key Personnel:</b></p> <p>TOSA for English Language Development</p>

	<b>Status:</b> In Progress
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## Section V: Appendices

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

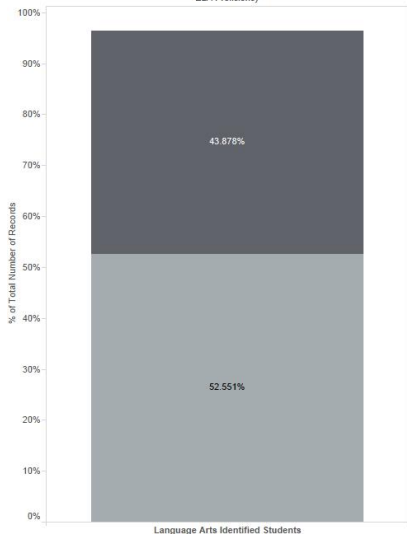
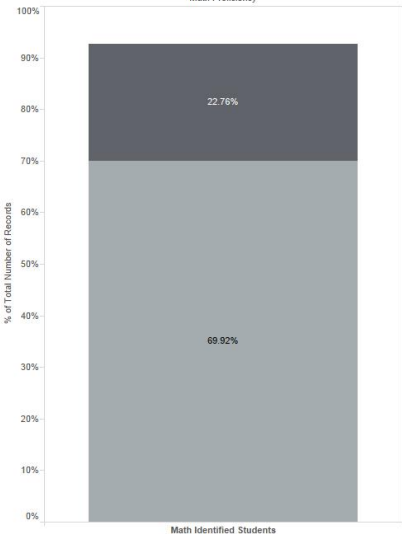
- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- ESEA Programs, including Titles IA, IIA and III (Required for districts accepting ESEA funds with a Turnaround 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 districts)

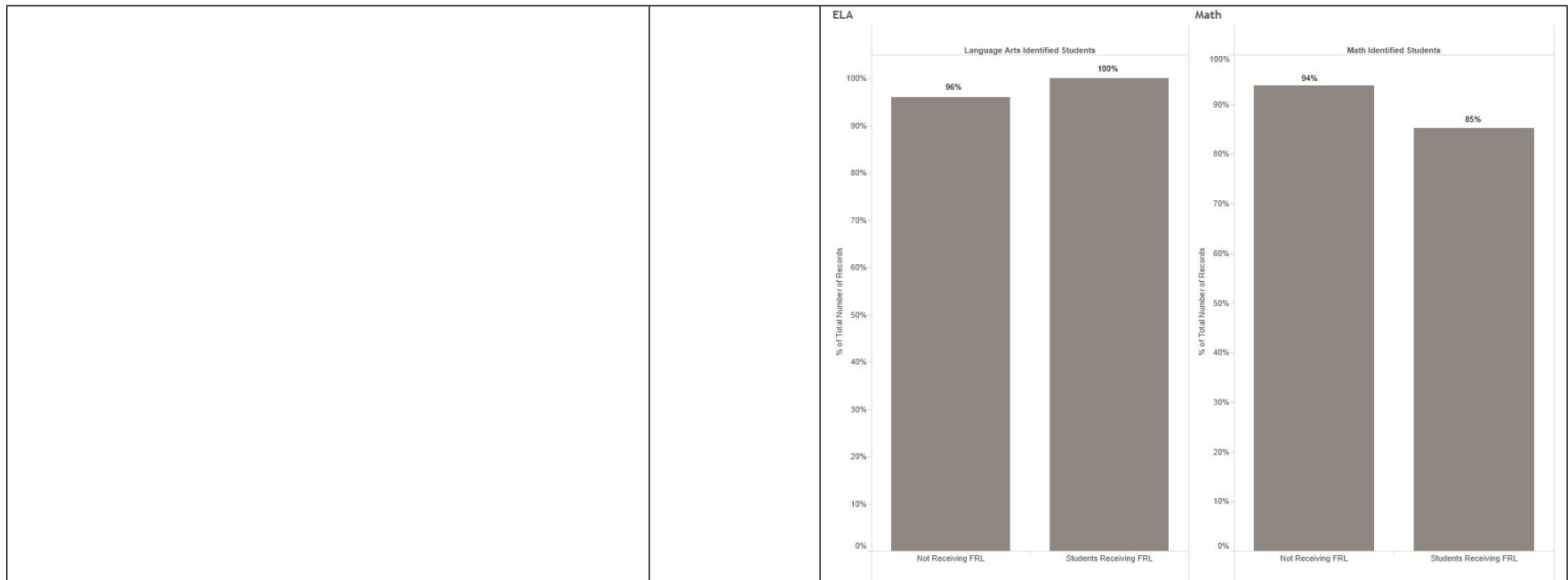
## Section V: Supporting Addenda Forms

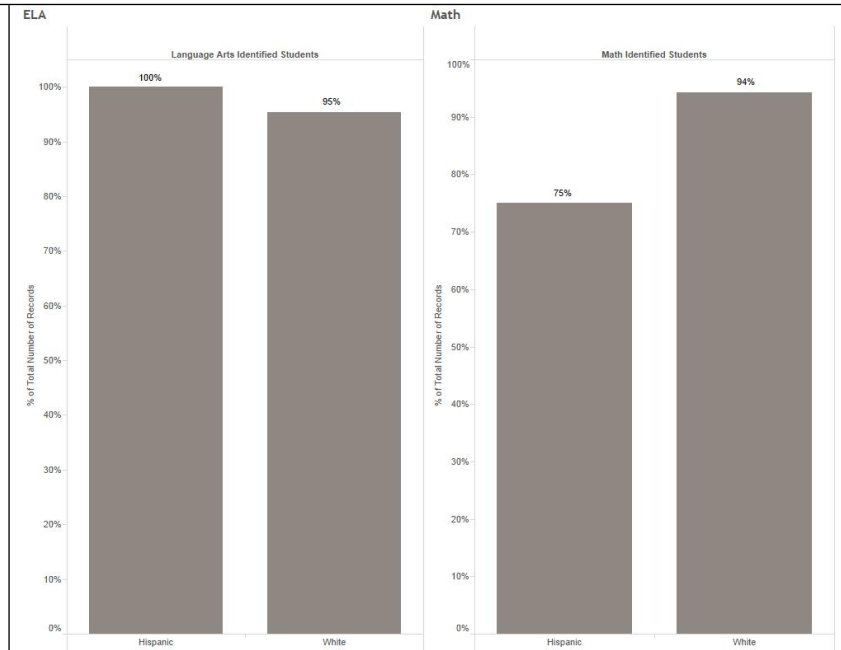
### For Administrative Units with Gifted Education Programs

The UIP addendum fulfills annual gifted program ECEA requirements (12.02(1)). Administrative Units (AU) must complete this form. In multiple-district AUs or in BOCES, member districts submit the UIP addendum (not the lead in the BOCES or multiple-district AU). AU leads responsible for multiple districts may collaborate with districts to develop a joint addendum that individual districts include with their UIP; this is especially true for AUs with member districts that have a small number of identified gifted students. Numbers can be aggregated to the AU level for data analysis and common AU targets can be recorded in the template and applicable district UIP documents. Exception to this annual plan submission is for small rural districts that function on a bi-annual unified improvement plan submission. (C.R.S. 22-11-303(4)(b)) As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into sections of the district's 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 template, or by (2) listing the page numbers where the gifted education elements are located in the district's UIP and action plan. For additional information, go to: <http://www.cde.state.co.us/gt>.

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 results/progress towards previous year's targets for gifted student achievement or growth; and other data supporting progress or noted observations about gifted student data and performance. This section fulfills ECEA reporting requirements for gifted student achievement and growth, combining the annual plan and report into one submission.	Section III: Data Narrative (Report)	Because targets were not set in SY14-15 and the state assessment transitioned from TCAP to PARCC, progress to previous year's targets cannot be assessed. Moving forward, data from the 14-15 school year will be treated as the baseline upon which to set targets. Growth data will not be available until the publication of SY15-16 results. The graphs below show the percentage of students scoring meets and exceeds in their area of identification (language arts and/or math).

		<div> <div> <b>ELA</b>   <p>Language Arts Identified Students</p> </div> <div> <b>Math</b>   <p>Math Identified Students</p> </div> </div> <p>       Proficiency  <span style="display: inline-block; width: 10px; height: 10px; background-color: #444; border: 1px solid #000;"></span> Exceeded          <span style="display: inline-block; width: 10px; height: 10px; background-color: #ccc; border: 1px solid #000;"></span> Met     </p>
<p>Data Analysis: 1) 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; 2) include trend statements; 3) prioritized performance challenges and root causes that investigates the needs of selected gifted student groups. (Do these challenges converge or diverge from district areas of improvement?)</p> <p>Note: A data analysis of all sub-groups is not expected annually when working towards a two-year action plan that already focuses on a selected student group and area(s) for improvement. Talk about/analyze data in focus area(s).</p>	<p>Section III: Data Narrative</p>	<p>In the interests of student privacy, student groups of less than 16 cannot be reported on. We can only look at the subgroups of FRL and Hispanic and White students and must combine the performance levels of "Meets" and "Exceeds" to protect student data privacy. The percentage of students meeting and exceeding standards in their identified area of giftedness in the aforementioned subgroups is shown below. While there do not appear to be issues with achievement gaps in ELA, there are noticeable gaps in the Math content area. Additionally, though not publically reportable, across all subgroups and content areas, there is a markedly smaller percentage of students scoring in the "Exceeds" performance level as opposed to "Meets".</p>





Though the state assessment has changed, the same trends are evident. In general, though the majority of students are "on track" in their identified area of giftedness, a smaller percent score "Exceeding". Additionally, achievement gaps for the subgroups are marked for the Math content area.

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)
<p>Set targets for gifted students' performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength.</p> <p>Describe gifted student performance targets in terms of either <u>the</u> district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.</p> <p>Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.</p>	<p>Section IV: Target Setting Form</p>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>• Increase percentage of students scoring "Exceeds" in their area(s) of gifted identification</li> </ul> <p><b>Growth:</b></p> <ul style="list-style-type: none"> <li>• SY15-16 will yield baseline growth data</li> </ul> <p>Targets set for gifted students will represent a divergence from district targets/expectations in the area(s) of gifted identification. There is an expectation that a higher percentage of gifted students will score in the "Exceeds" level for their identified area(s) as compared to the general district population.</p> <p>Interim measurements are determined at the school-level and will vary across the district. Some tools in use include Scantron, Beacon, SMI, STAR, SRI and other local assessments.</p>
<p>Identify <u>major</u> (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.</p> <p>Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.</p> <p>Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.</p> <p>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.</p>	<p>Section IV: Action Plan or table below</p>	<ol style="list-style-type: none"> <li>1. Create full GT program to support D49's mission of being the best district to learn, work and lead, by addressing identification and family/community outreach.</li> <li>2. Develop new and improved processes to support staff, communicate to stakeholders, and increase academic achievement for gifted learners.</li> <li>3. Implement a model of continuous improvement to monitor program effectiveness.</li> <li>4. Improve leadership density by identifying staff members showing a high level of proficiency in key areas.</li> </ol> <p><b>1. Identification and outreach</b></p> <ul style="list-style-type: none"> <li>• 08/20/15-Create Identification flowchart <i>Completed</i></li> <li>• 01/01/15-Creation of staff survey <i>Completed</i></li> <li>• 03/01/15-Creation of parent survey <i>Completed</i></li> <li>• 05/01/16-Staff completion of survey <i>Upcoming</i></li> </ul>

		<p><b>2. Process creation/improvement</b></p> <ul style="list-style-type: none"> <li>• 08/20/15-Create Identification flowchart <i>Completed</i></li> <li>• Middle of Each Quarter-Common Assessment creation <i>Ongoing</i></li> <li>• 09/01/15-Guidance document for ALPs and Best Practices created <i>Completed</i></li> <li>• 09/15/15-PD Menu created <i>Completed</i></li> <li>• SY15-16-Review and Implement Identification procedures <i>Ongoing</i></li> </ul> <p><b>3. Implement Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>• Beginning of each quarter-Monitor identifications (area of giftedness, ethnicity and overall) quarterly and publish results <i>Ongoing</i></li> <li>• Each Semester-Audit of 20 randomly selected ALPs <i>Ongoing</i></li> </ul> <p><b>4. Leadership Density</b></p> <ul style="list-style-type: none"> <li>• 05/01/16-Identify gifted leadership team for future growth <i>Ongoing</i></li> </ul> <p><b>5. Specific Content Improvement</b></p> <ul style="list-style-type: none"> <li>• 01/15/16-Identify areas of potential deficiency <i>Completed</i></li> <li>• 03/31/16-Develop plan to address performance gaps in Math <i>Upcoming</i></li> <li>• 06-07/16-Offer PD related to differentiation <i>Upcoming</i></li> </ul> <p>Development and District Level Implementation- Coordinator of Gifted and Talented</p> <p>School-level Implementation-Gifted Facilitators</p> <p>Data will be reported to parents via report cards, conferences, and additional progress reports when appropriate (to be determined at the school level).</p>
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**Notes:**

- The gifted education proposed budget (<http://www.cde.state.co.us/gt/director.htm>.) for the upcoming year is due directly to the Office of Gifted Education, [rolfe\\_t@cde.state.co.us](mailto:rolfe_t@cde.state.co.us), by April 15.
- Leads in multiple-district administrative units must submit an UIP Summary Sheet and the proposed budget directly to the Office of Gifted Education, [rolfe\\_t@cde.state.co.us](mailto:rolfe_t@cde.state.co.us), by April 15.
- Every district includes the gifted education UIP addendum (AU joint UIP addendum or district individual addendum) with the district's UIP submission.



### Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
Multiple pathways and tools are used to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	Completed	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.	Completed
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 for constituent schools and districts describes the key programming options matched to areas of giftedness and utilized in serving gifted students.	In Progress	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.)	Completed
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.	Completed	The district/BOCES provides a certified person or a qualified person in gifted education to administer the gifted education program plan, and provide professional development;  The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)	Completed

## 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)
<b>Analysis of data.</b> 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)	AMAO's 1 & 2 have consistently been met, leading to a focus on AMAO #3. This led to a concerted effort to ensure good, quality Tier 1 instruction in the core subject areas. With the support of the ELD Staff as building EL experts and Professional Development on student engagement, we have seen an increase in our ELL percentile rankings for state assessment for both the Elementary and Middle school grade spans in both Math and ELA. The overall percentile rankings for both content areas have decreased for high school ELL students. Closing the achievement gap and providing solid, quality instruction is our main focus.
<b>Scientifically Based Research Strategies.</b> Describe scientifically based research strategies to improve academic achievement and English Language Development (ELD) for English Language Learners.	Section IV (Action Plan)	<i>For the 2015-2106 SY, the ELD Department has three main focuses –</i>  <i>1) Improve Instruction K-12 – Focus on Posted Learning Targets/Formative Assessments (Demonstrations of Learning)</i>  <i>2) Improve English Language Plans – Ensure Effective Communication and Completeness</i>  <i>3) Increase Parental Engagement – Increase ELD Parent Advisory Committee membership/attendance</i>
Evidence of <b>coordination with other ESEA programs</b> as appropriate.	Section IV (Resource Column of Action Plan)	TITLE III provides Classroom/ELD Teachers as well as building leadership with quality English Learner PD, Kagan Cooperative Learning/Engagement Training. TITLE III also provides district level interpreters for Parent/Teacher conferences, etc.

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **0555** School Name: **BANNING LEWIS RANCH ACADEMY**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Academic Growth - Math:** While the academic achievement of students in the area of math continues to meet the state expectation, growth in this area has been lower than in other subject areas.
- **Academic Growth - Proficient/Advanced:** Students who perform at a proficient or advanced level are not growing within their performance categories, resulting in stable academic achievement and reduced academic growth. Increased growth is desired at all grade levels, with the magnitude being stronger at the elementary level.
- **Academic Growth Gaps - Elementary Reading:** At the elementary level, members of the SNCU subgroup have not made adequate growth in the area of reading in over three years. The MGP has remained flat at 54, with an Approaching rating.
- **Academic Growth Gaps - Elementary & MS Math:** Within the area of math, students in subgroups continue to show more significant gaps. BLRA has experienced decreased in the MGP for the following subgroups over the last three years: FRL, Minority, Students with Disabilities, and SNCU.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Specialized Instruction:** Lack of specialized instruction and consistent interventions prohibit growth for BLRA subgroup learners.
- **Coaching & Feedback:** Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.
- **Data:** Data use has not been as purposeful as it should be. Many data points exist, yet there is a lack of understanding on how to use the data to inform instruction.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **#1: Proficiency:** Move proficient students to an advanced category (now strong to distinguished command). Improve performance of high achievers.
- **#2 Observation & Feedback:** Provide teachers with quality and consistent observation and feedback.
- **#3 Data:** Be more purposeful with data.
- **#4 Subgroups:** Realize greater rates of achievement among students in subgroups.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

School Code: **0555**

School Name: **BANNING LEWIS RANCH ACADEMY**

School Code: 0555

School Name: BANNING LEWIS RANCH ACADEMY

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Amy Brundage, Head of School
Email	abrundage@blacademy.org
Phone	(719) 570-0075
Mailing Address	7094 Cottonwood Tree Drive Colorado Springs, CO 80927

## Additional Information about the School

### Comprehensive Review and Selected Grant History

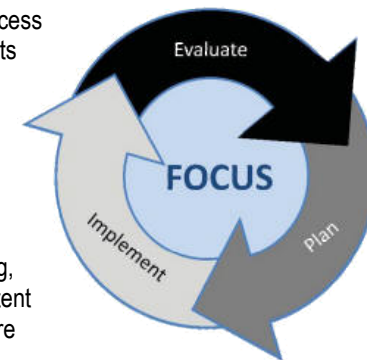
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No.

School Code: 0555

School Name: BANNING LEWIS RANCH ACADEMY

### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** Description of School Setting:

Banning Lewis Ranch Academy is a free, dynamic K-8 elementary and middle school dedicated to providing a rich college-prep program in a safe, positive environment. As a public charter school, Banning Lewis Ranch Academy fosters intellectual curiosity and a thirst for discovery, while embracing traditional values as the cornerstone of a distinguished education. Banning Lewis Ranch Academy holds the vision that “We are champions of tradition and innovative education.” The mission of Banning Lewis Ranch Academy is to create a safe, positive environment that fosters intellectual curiosity and a thirst for discovery where students and staff succeed through exceptional programs. Teachers, staff and administrators will accomplish the mission by providing a world-class education through a curriculum that exposes students to diverse cultures with a balance in fine arts, technology, character development and extra-curricular activities, establishing an engaged school community committed to the lifelong success of students in a global environment and embracing traditional values as the cornerstone of a distinguished education. Banning Lewis Ranch Academy offers an extended school day and academic year to allow for true mastery rather than cursory coverage of the curriculum. The content-rich Paragon Curriculum converges high tech with the humanities, combining the rigors of a classical education with the relevance required by contemporary culture. Our interdisciplinary program instills in students a captivating conceptual understanding and chronological picture of history, as well as an awareness of the interrelationships between different domains of knowledge.

Since there is no new School Performance Frameworks for 2015, Banning Lewis Ranch Academy maintains a Performance rated school. The Head of School, Elementary Principal, Middle School Principal and Director of Individualized Instruction attended a district sponsored training to learn more about UIP process and the new online UIP system. This group also participated in a UIP workshop sponsored by the Colorado League of Charter Schools. The BLRA leadership team and grade level teachers began looking at data to identify trends and Priority Performance Challenges. The team continued to work to formulate the plan based on data analysis. The plan was reviewed and accepted by the Banning Lewis Ranch Academy SAC. Upon acceptance, the Unified Improvement Plan will be accepted by the local board and presented to Falcon School District’s DAAC.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** 80% of learners in K-6th grade will be at or above benchmark with their Composite Score on DIBELS Next. K-3rd: Using intensive interventions, the goal is to decrease the number of students identified as Significantly Reading Deficient, keeping the number of students in the DIBELS Intensive Intervention category to 5% or less.

**Performance on Target:** The target was met at the K-6th grade level. The following End of Year DIBELS-Next composite scores were reported at each grade level: K: 88%; 1st: 82%; 2nd: 87%; 3rd: 85% 4th: 87%; 5th: 80%; 6th: 96%.

### Academic Growth

**Prior Year Target:** ES: The average SIP gain in the area of Math will increase from 15% to 18% from Fall to Spring.

MS: The average SIP gain in the area of Math will increase from 8% to 10% when comparing end of year data.

**Performance on Target:** We are unable to report on target performance due to the fact that the Spring Reading/Math Scantron assessments were not administered. Given the intense CMAS/PARCC assessment schedule, we felt that we did not have sufficient time or space to give the assessment and get accurate results. The district has discontinued the use of Scantron assessments starting in the 2015-2016 school year. Although Scantron data is not available, we do have MobyMax math data that supports growth at the elementary and middle school grade levels. As of May 2015, MobyMax data indicated a 7% increase in proficiency at Kdg, 6% increase in proficiency at 1st grade, 16% increase in proficiency at 2nd grade, 19% increase in proficiency at 3rd grade, 15% increase in proficiency at 4th grade, 22% increase in proficiency at 5th grade, 24% increase in proficiency at 6th grade, 22% increase in proficiency at 7th grade and 16% increase in proficiency at 8th grade.

### Academic Growth Gaps

**Prior Year Target:** 80% of students will meet individualized growth targets based on the end of the year Scantron assessment (Aggregate Gains Analysis / Individual Gains Analysis)

**Performance on Target:** We are unable to report on target performance due to the fact that the Spring Reading/Math Scantron assessments were not administered. Given the intense CMAS/PARCC assessment schedule, we felt that we did not have sufficient time or space to give the assessment and get accurate results. The district has discontinued the use of Scantron assessments starting in the 2015-2016 school year.

### Academic Achievement Reflection

We attribute this data to the implementation of BURST interventions for all students scoring in the RED (intensive intervention) and YELLOW (strategic intervention) categories on the DIBELS-Next assessment. The BURST intervention was implemented with fidelity and students received 30 minutes of daily instruction, in addition to a 2 hour reading/language arts block.

The 2014-2015 school year was the second year of implementation of the Journeys program. Increased familiarity, practice and use lead to more effective and consistent implementation.

The 2014-2015 school year was the first year of implementation of the Daily 5 model in reading/language arts blocks at the 1st-5th grade levels. The Daily 5 model provides students with greater choice and motivation within the reading block. Authentic learning activities and research based strategies are utilized within the program.

### Academic Growth Reflection

We realize that using MobyMax as a data point may not be the most reliable information however, we know that it is aligned to the Common Core and all students completed fall, winter and spring placement assessments to monitor growth. Moving forward, we will be utilizing the STAR Math assessment as a growth measure for 2nd-8th grade students during the 2015-2016 school year. As a school we will be researching other testing options such as ASPIRE.

### Academic Growth Gaps Reflection

Moving forward, we will be utilizing the STAR Math assessment as a growth measure for 2nd-8th grade students during the 2015-2016 school year. As a school we will be researching other testing options such as ASPIRE. **Student** STAR accounts will be coded with information such as ELL, IEP, 504 and FRL so that we can disaggregate data for our student subgroups.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

Review of the Banning Lewis Ranch Academy 2014 1-year and 3-year School Performance Frameworks reveal overall sustained rates of academic achievement and improvements in the areas of academic growth and academic growth gaps. A comparison of the 2014 1-year SFP and the 2013 1-year SPF shows that at the elementary level, the Academic Achievement rating remained the same with a Meets designation. Within Academic Growth, the rating has improved from Approaching in 2013 to Meets in 2014. Significant improvements were seen among the ratings in the Academic Growth Gaps categories, at the elementary level, from 2013 to 2014. Within the AGG categories, the overall performance rating for Reading increased from an Approaching designation in 2013 to a Meets designation in 2014. Notable changes include the increase from an Approaching to Exceeds designation for the FRL subgroup from 2013 to 2014, and the increase from a Meets to Exceeds designation for the Minority subgroup from 2013 to 2014. The SNCU subgroup remained the same with an Approaching designation. Within the Math academic growth gap categories, the overall performance rating for elementary remained the same with a Does Not Meet designation. Notable changes include the increase from a Does Not Meet to an Approaching designation for the Minority subgroup. The 2014 1-year SPF reports a Does Not Meet designation for the SNCU subgroup, whereas in 2013 no data was reported, as the subgroups was less than 20. Within the Writing academic growth gap categories, the overall performance rating for elementary increased from an Approaching to Meets designation. Within the category of writing all subgroup designations either remained the same or improved. Specifically, the Free/Reduced Lunch Eligible subgroup increased from a Does Not Meet designation in 2013 to an Exceeds designation in 2014. The Minority subgroup remained consistent with a Meets designation and the SNCU subgroup improved from an Approaching designation in 2013 to a Meets designation in 2014. A comparison of the 2013 and 2014 1-year SFP shows that at the middle school level academic achievement has remained consistent with a Meets designation and academic growth has improved from a Meets to Exceeds designation. Within the academic growth gap category at the middle school level, a Meets designation was given in the Reading, Math, and Writing categories. This reflects a consistent rating in Reading from 2013 to 2014, an improved rating from Approaching to Meets in Math from 2013 to 2014, and a decreased rating from Exceeds to Meets within the Writing category from 2013-2014. All subgroups within the Academic Growth Gaps section achieved Meets or Exceeds designations on the 2014 SPF.

Given the fact that we are not working from an updated SPF, there has been a greater degree of emphasis placed on local assessment data. STAR Reading data from the Spring 2015 assessment shows growth for all assessed grade levels (2nd-8th). Internally, the school goal is for all grade levels to make more than one years growth in one year's time.

The aver growth as measured by Grade Level Equivalency was 1.2 years. Overall the goal was met however, when looking at a breakdown by grade level, where are able to indentify specific areas where there was lower growth. Grades 4th-7th made one years growth or less. Specifically, the following scores were reported: 4th: 0.9 years growth, 5th: 1 years growth, 6th: 0.9 years growth, 7th: 1 years growth. This level of growth is approaching expectations. Further examination of the STAR Reading data shows that at the 4th-7th grade levels, there are large clusters of students scoring in the 25th-49th percentile range. Targeting these as risk students with readding interventions and more effectively tracking the data will yield significant results with our grade level equivalency growth. During the 2014-2015 school year, the STAR Math assessment was not administered as it was not part of the product package purchased by the school. However, we will have STAR Math data moving forward, starting in the 2015-2016 school year.

DIBELS-Next is a local measure that is used to assess K-6th grade students' foundational literacy skills, oral reading fluency, and comprehension. Benchmark assessments are given in the Fall, Winter and Spring. By the Spring Benchmark the goal is to have a mininum of 80% of the students at a given gradel level scoring in the at/above benchmark cateogry. During the 2014-2015 school year, BLRA met this goal. At/above benchmark scores for the EOY assessment were as follows: Kdg: 88%, 1st: 82%, 2nd: 87%, 3rd: 85%, 4th: 87%, 5th: 80%, 6th: 96%.

The Achievement Percentile Rank Report (TCAP to CMAS/PARCC Comparison) has provided a means to compare changes in BLRA's relative performance across the transition from TCAP to CMAS-PARCC.

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6th-8th: In the content areas of Reading and Writing, BLRA saw positive achievement results at grades 6-8, and within all subgroups at these grade levels. All scores in these areas fell in to the Level 4/5 performance band. In the content area of Math, BLRA saw a greater variation in the achievement results at the middle school level. Scores in this area fell into the Level 3 and 4/5 performance bands. In the area of Reading, scaled scores ranged from 759.3-762.5, putting overall achievement in the 88th-91st percentile. In the area of Writing, scaled scores ranged from 759.3-762.5, putting overall achievement in the 88th-91st percentile. All middle school English Language Arts scores fall in Performance Level 4/5, the category indicating that achievement met/exceeded expectations. In the area of Math, scaled scores ranged from 741.4-756.8, putting overall achievement in the 72nd-93rd percentile. The 8th grade Math scores each fell in Performance Level 4/5, the category indicating that achievement met/exceeded expectations. The 6th and 7th grade Math scores each fell in Performance Level 3, the category indicating that achievement approached expectations. The cutpoint for Performance Level 4/5 is a scaled score of 750. The 6th and 7th grade scores are quite close (4.1-8.6 scaled score points) to the cutpoint. Through careful action planning it will be feasible to realize increased levels of achievement (Performance Level 4/5) in the area of Math at the 6th and 7th grade levels.

3rd-5th: At the elementary level, and across content areas, BLRA realized lower rates of achievement as compared to the middle school level. Individual grade level scores all fell into Performance Level 3, indicating that achievement approached expectations. Subgroup achievement showed even more variability with scores falling in Performance Level 2 and 3. In the area of Reading, scaled scores ranged from 738.1-746.5, putting overall achievement in the 51st-60th percentile. In the area of Writing, scaled scores ranged from 738.1-746.5, putting overall achievement in the 51st-60th percentile. All elementary English Language Arts scores fell in Performance Level 3, the category indicating that achievement approached expectations. In the area of Math, scaled scores ranged from 730.0-748.2, putting overall achievement in the 42nd-76th percentile. The elementary Math scores each fell in Performance Level 3, the category indicating that achievement approached expectations. The cutpoint for Performance Level 4/5 is a scaled score of 750. The 4th grade Reading/Writing scores and the 3rd grade Math scores are all close to the Level 4/5 cutpoint. The remaining elementary tested areas show lower rates of achievement and truly emerge as focal areas for BLRA.

PARCC/CMAS Performance Rates: BLRA realizes the obligation to assess students at a rate of 95% or greater. Prior to the 2015 spring testing season, BLRA had always met/exceeded the 95% participation threshold. During spring 2015 PARCC/CMAS testing we realized participation rates that ranged from 86.2-100%, depending on the grade level or subgroup. The following areas each reflected participation below the 95% threshold: Elementary Reading & Writing - Students with Disabilities and Minority Students; Elementary Math - Minority Students; Middle School Reading & Writing - Students with Disabilities, Minority Students & FRL Eligible Students; 7th & 8th grade Reading & Writing; 8th grade Math. Though participation rates dropped below 95% in some testing groups, we had less than 10 total students opt out schoolwide. As we move in to the spring 2016 testing season we have only had 4 students opt out, out of the 500 students who are in grades 3-8. We are pleased to see that the total number had dropped so that we will be able to meet the 95% participation requirement.

#### 4. 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.

#### Academic Achievement (Status)

- The percentage of middle school students performing at a Proficient or higher level on the TCAP reading test from 2012-2014 has increased from 81.82% to 82.57%. This meets state expectations.

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- The percentage of elementary students performing at a Proficient or higher level on the TCAP writing test from 2012-2014 has decreased from 68.09% to 64.94%. Despite the decrease, this rate of proficiency still meets/exceeds state expectations.
- The percentage of middle school students performing at a Proficient or higher level on the TCAP writing test from 2012-2014 has increased from 69% to 71.37%. This meets state expectations.
- The percentage of elementary students performing at a Proficient or higher level on the TCAP math test from 2012-2014 has decreased from 87.89% to 83.14%. Despite the decrease, this rate of proficiency still meets state expectations.
- The percentage of middle school students performing at a Proficient or higher level on the TCAP mathtest from 2012-2014 has increased from 68.4% to 73.03%. This meets state expectations.

### Academic Growth

- In the area of reading, the median growth percentile at the elementary level showed an overall decrease from 50% to 40% to 48% from 2012-2014, which meets adequate growth and meets state expectations.
- In the area of reading, the median growth percentile at the middle school level showed an overall decrease from 68% to 59% to 60% from 2012-2014, which exceeds adequate growth and exceeds state expectations.
- In the area of writing, the median growth percentile at the elementary level showed an overall increase from 46% to 45% to 52% from 2012-2014, which meets adequate growth and meets state expectations.
- In the area of writing, the median growth percentile at the middle school level showed an overall decrease from 66% to 61% to 64% from 2012-2014, which exceeds adequate growth and exceeds state expectations.
- In the area of math, the median growth percentile at the elementary level showed an overall decrease from 64% to 35% to 40% from 2012-2014, which meets adequate growth and approaches state expectations.
- In the area of math, the median growth percentile at the middle school level showed an overall decrease from 76% to 53% to 59% from 2012-2014, which meets adequate growth and meets state expectations.

### Academic Growth Gaps

- In the area of reading at the elementary level, FRL eligible students MGP increased from 45% to 30% to 61% from 2012-2014, which exceeds adequate growth and exceeds expectations.
- In the area of reading at the elementary level, Minority students MGP increased from 54% to 47% to 62% from 2012-2014, which exceeds adequate growth and exceeds expectations.
- In the area of reading at the elementary level, Students' Needing to Catch Up MGP remained flat at 54% to 52% to 54% from 2012-2014, which does not meet adequate growth and approaches state expectations. While the 2014 MGP was approaching, it was 1-percentile away from meeting state expectations.
- In the area of reading at the middle school level, FRL eligible students MGP decreased from 69% to 51% to 56% from 2012-2014, which meets adequate growth and meets expectations.
- In the area of reading at the middle school level, Minority students MGP decreased from 69% to 59% to 56% from 2012-2014, which meets adequate growth and meets expectations.
- In the area of reading at the middle school level, Students' Needing to Catch Up MGP decreased from 76% to 69% to 60% from 2012-2014, which does not meet adequate growth and meets state expectations.

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- In the area of math at the elementary level, FRL eligible students MGP decreased from 48% to 33% to 28% from 2012-2014, which does not meet adequate growth and does not meet expectations.
- In the area of math at the elementary level, Minority students MGP decreased from 56% to 34% to 41% from 2012-2014, which meets adequate growth and approaches expectations.
- In the area of math at the elementary level, Students' Needing to Catch Up MGP decreased from 63% to 38% from 2012-2014, which does not meet adequate growth and does not meet state expectations.
- In the area of math at the middle school level, FRL eligible students MGP decreased from 74% to 44% to 55% from 2012-2014, which does not meet adequate growth and meets expectations.
- In the area of math at the middle school level, Minority students MGP decreased from 74% to 51% to 58% from 2012-2014, which does not meet adequate growth and meets expectations.
- In the area of math at the middle school level, Students' Needing to Catch Up MGP decreased from 74% to 69% to 56% from 2012-2014, which does not meet adequate growth and meets state expectations.

### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

### Priority Performance Challenge



### Root Cause

Academic Growth - Math: While the academic achievement of students in the area of math continues to meet the state expectation, growth in this area has been lower than in other subject areas.



Specialized Instruction: Lack of specialized instruction and consistent interventions prohibit growth for BLRA subgroup learners.

Coaching & Feedback: Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.

Data: Data use has not been as purposeful as it should be. Many data points exist, yet

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there is a lack of understanding on how to use the data to inform instruction.

Academic Growth - Proficient/Advanced: Students who perform at a proficient or advanced level are not growing within their performance categories, resulting in stable academic achievement and reduced academic growth. Increased growth is desired at all grade levels, with the magnitude being stronger at the elementary level.



Specialized Instruction: Lack of specialized instruction and consistent interventions prohibit growth for BLRA subgroup learners.

Coaching & Feedback: Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.

Data: Data use has not been as purposeful as it should be. Many data points exist, yet there is a lack of understanding on how to use the data to inform instruction.

Academic Growth Gaps - Elementary Reading: At the elementary level, members of the SNCU subgroup have not made adequate growth in the area of reading in over three years. The MGP has remained flat at 54, with an Approaching rating.



Data: Data use has not been as purposeful as it should be. Many data points exist, yet there is a lack of understanding on how to use the data to inform instruction.

Coaching & Feedback: Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.

Academic Growth Gaps - Elementary & MS Math: Within the area of math, students in subgroups continue to show more significant gaps. BLRA has experienced decreased in the MGP for the following subgroups over the last three years: FRL, Minority, Students with Disabilities, and SNCU.



Coaching & Feedback: Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.

Data: Data use has not been as purposeful as it should be. Many data points exist, yet there is a lack of understanding on how to use the data to inform instruction.

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### Reflection on Priority Performance Challenges

In consideration of the data and through discussions as an administrative team and through PLCs, we feel that these priority performance challenges address high need and high yield areas. The priority performance challenges listed here have been selected as they address a significant group of students and allow us to take specific action to influence positive change. The priority performance challenges encapsulate the findings from the notable trends. Math is a broad area of focus as we are needing to realize greater growth within this area, as well as realize greater rates of achievement and growth among our subgroup populations. Decrease in growth/achievement and flat rates of growth/achievement within the area of math designate this as a major area of focus.

Reading has been imbedded in the Priority Performance Challenges as it is always an area of internal growth for BLRA and for our district as a whole. We seek to reach high rates of achievement and growth in the area of reading however, the greatest magnitude is focused in the subgroup areas. At the elementary level, adequate growth has not been made for three consecutive years among specific subgroups. As a result we have been purposeful in hiring staff to address this need. We have a team of interventionists that support students in the area of reading and have hired a Director of Individualized Instruction position to better coordinate and oversee services within the building (ELD, 504, IEP, RTI, READ Act).

We feel it is important to have a Priority Performance Challenge that addresses our high achieving and low growing students. This is a significant need as it applies to such a large group of our students. In the previous school year we addressed this by expanding out Gifted and Talented support. We have continued with this staffing model and are now addressing this through differentiation and increasing the rigor within the classroom. We have done whole-staff professional development centered around this topic and have more offerings planning for the spring of 2016. The gifted and talented teachers/coordinators are now participating in grade level PLCs to ensure better sharing of information to address the needs of this particular group of students.

### Reflection on Root Cause

**Root Cause - Specialized Instruction** - Lack of specialized instruction and consistent interventions prohibit growth for BLRA subgroup learners.

This root cause was verified through observational data and examination of the intervention and progress monitoring schedule. Observational data revealed inconsistencies in instruction between classrooms at a given grade level. We were able to identify specific elements of instruction that needed additional focus and are developing training and coaching around these items. We also realized a need to develop a more consistent progress monitoring schedule so that we could better monitor the effectiveness of interventions.

**Root Cause - Coaching & Feedback** - Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.

This root cause was verified through observational data and evaluation of the coaching model utilized in the school. The individuals that were conducting and participating in the observation and coaching cycles evaluated the effectiveness of the model. When the model was implemented with fidelity it was felt that it yielded positive results.

**Root Cause - Data** - Data use has not been as purposeful as it should be. Many data points exist, yet there is a lack of understanding on how to use the data

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to inform instruction.

This root cause was verified through teacher feedback in PLCs and quarterly instructional reviews. Teachers communicated their lack of knowledge on how to access and interpret data. We have actively responded to this feedback and are providing training and modeling through PLCs.

## 1. Summary/Conclusion

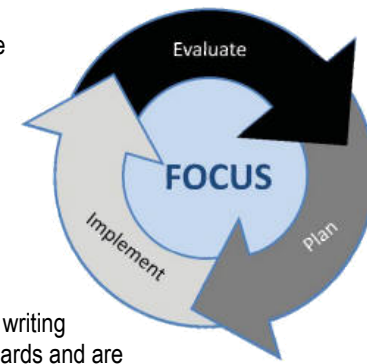
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## Section IV: Action Plan(s)

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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Academic Growth Gaps - Elementary Reading
Annual Performance Targets	2015-2016	85% of learners in K-6th grade will be at or above benchmark as demonstrated by their Composite Score on the DIBELS-Next benchmark assessment. K-3rd: Using intensive interventions (BURST & Lexia), the goal is to decrease the number of students identified as Significantly Reading Deficient, keeping the number of students in the DIBELS-Next Intensive Intervention category to 5% or less.
	2016-2017	87% of learners in K-6th grade will be at or above benchmark as demonstrated by their Composite Score on the DIBELS-Next benchmark assessment. K-3rd: Using intensive interventions (BURST & Lexia), the goal is to decrease the number of students identified as Significantly Reading Deficient, keeping the number of students in the DIBELS-Next Intensive Intervention category to 5% or less.
Interim Measures		READ Act: DIBELS-Next: Administered K-6th grade, three times per year (August, December, May) to measure acquisition of early literacy and reading skills. DIBELS-Next progress monitoring probes are used to monitor progress more frequently for READ Plan holders and candidates.

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STAR Early Literacy: Used as a diagnostic component for READ Plan candidates. This assessment helps to pinpoint specific areas of need that are addressed through intervention and the READ Plan.

BURST Diagnostic: Used as a diagnostic component for READ Plan candidates. BURST and/or DIBELS-Next progress monitoring probes are used to monitor progress more frequently for READ Plan holders and candidates.

DIBELS-Deep: Used as a diagnostic component for READ Plan holders and candidates. This assessment helps to pinpoint specific areas of need that are addressed through intervention and the READ Plan.

## Academic Growth

Subject		M
Priority Performance Challenge		Academic Growth - Math
Annual Performance Targets	2015-2016	STAR Math: Elementary students will show an increase in scaled score that equates to a 1.1 or greater increase in grade level equivalence, from fall to winter.
	2016-2017	STAR Math: Middle School students will show an increase in scaled score that equates to a 1.1 or greater increase in grade level equivalence, from fall to winter.
Interim Measures	2015-2016	STAR Math: Elementary students will show an increase in scaled score that equates to a 1.2 or greater increase in grade level equivalence, from fall to winter.
	2016-2017	STAR Math: Middle School students will show an increase in scaled score that equates to a 1.2 or greater increase in grade level equivalence, from fall to winter.
Interim Measures		STAR Reading & Math: Administered 2nd-8th grade, three times per year (August, December, May). Spring scores are used to determine summative growth.
Interim Measures		STAR Early Literacy: Administered K-1st grade, three times per year (August, December, May). Spring scores are used to determine summative growth. Although this is a literacy test, there is a significant numeracy portion of the assessment.

Subject		R
Priority Performance Challenge		Academic Growth - Proficient/Advanced
Annual Performance Targets	2015-2016	STAR Reading & Math: Students scoring in the at/above benchmark range at the beginning of the year will show an increase in scaled score that equates to a 1.1 or greater increase in grade level equivalence, from fall to winter. This will require students to demonstrate typical to above average growth, since they are already scoring in a proficient or advanced category.
	2016-2017	STAR Reading & Math: Students scoring in the at/above benchmark range at the beginning of the year will show an increase

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		in scaled score that equates to a 1.2 or greater increase in grade level equivalence, from fall to winter. This will require students to demonstrate typical to above average growth, since they are already scoring in a proficient or advanced category.
Interim Measures		STAR Reading & Math: Administered 2nd-8th grade, three times per year (August, December, May). Spring scores are used to determine summative growth. STAR Early Literacy: Administered K-1st grade, three times per year (August, December, May). Spring scores are used to determine summative growth.

### Academic Growth Gaps

Subject	R	
Priority Performance Challenge	Academic Growth Gaps - Elementary Reading	
Annual Performance Targets	2015-2016	80% of students will meet individualized growth targets based on the spring STAR Reading assessments. (The growth and proficiency data will be analyzed to determine if targets have been met.) The goal is to see students making significant gains in level of proficiency and growth.
	2016-2017	82% of students will meet individualized growth targets based on the spring STAR Reading assessments. (The growth and proficiency data will be analyzed to determine if targets have been met.) The goal is to see students making significant gains in level of proficiency and growth.
Interim Measures	<p>Lexia: Students in subgroups will primarily be using Lexia as an intensive intervention. Progress monitoring is embedded within the program.</p> <p>STAR Reading: Administered 2nd-8th grade, three times per year (August, December, May). Spring scores are used to determine summative growth. STAR Early Literacy: Administered K-1st grade, three times per year (August, December, May). Spring scores are used to determine summative growth. Although this is a literacy test, there is a significant numeracy portion of the assessment.</p> <p>Mobymax ELA: Administered 1st-8th to progress monitor and measure growth in ELA.</p>	

Subject	M	
Priority Performance Challenge	Academic Growth Gaps - Elementary & MS Math	
Annual Performance Targets	2015-2016	80% of students will meet individualized growth targets based on the spring STAR Math assessment. (The growth and proficiency data will be analyzed to determine if targets have been met.) The goal is to see students making significant gains in level of proficiency and growth.
	2016-2017	82% of students will meet individualized growth targets based on the spring STAR Math assessment. (The growth and proficiency data will be analyzed to determine if targets have been met.) The goal is to see students making significant gains

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		in level of proficiency and growth
Interim Measures		STAR Math: Administered 2nd-8th grade, three times per year (August, December, May). Spring scores are used to determine summative growth. Spring scores are used to determine summative growth. Although this is a literacy test, there is a significant numeracy portion of the assessment. Mobymax Math: Administered 1st-8th to progress monitor and measure growth in math and.

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: #1: Proficiency

Move proficient students to an advanced category (now strong to distinguished command). Improve performance of high achievers.

#### Root Cause(s) Addressed:

Specialized Instruction

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

#### Action Steps

Aug. 2015 - May. 2016

#### Differentiation for all students

##### Description:

Building wide focus on increasing the rigor in the classroom for all students. Staff will focus on standards focused lesson objectives, unpacking skills and concepts within the standards, vocabulary instruction, learning progressions and vertical alignments, and Bloom's and Depth of Knowledge. Work will take place in weekly PLC meetings and during scheduled professional development time each quarter.

##### Implementation Benchmarks:

-November PD presentation (11/13)  
-February PD presentation (2/12)

##### Resources:

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Funds to bring in PD presenter Maryann Wiggs (\$2,000).

**Key Personnel:**

GT Teachers, Admin, external PD presenter Maryann Wiggs, grade level teachers.

**Status:**

In Progress

**Major Improvement Strategy: #2** Observation & Feedback

Provide teachers with quality and consistent observation and feedback.

**Root Cause(s) Addressed:**

Coaching & Feedback

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Revamp the observation and evaluation format**

**Description:**

Establish more frequent and consistent cycles of observation and feedback from academic administrators. Develop a consistent coaching model for teaching staff. Fine tune instructional practices so as to increase rigor in the classroom. Document formal evaluation and informal observations through the Edviate program.

**Implementation Benchmarks:**

- Mid-year and end of year evaluations
- Quarterly Instructional Reviews
- Coaching sessions/cycles

**Resources:**

Annual subscription to Edviate. Teacher/staff evaluation platform.

**Key Personnel:**

Academic Administrators (Head of School, Elem. Principal., MS Principal., Elem. Asst. Principal, Dean, Director of Individualized Instruction)

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**Status:**  
In Progress

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**Major Improvement Strategy: #3 Data**  
Be more purposeful with data.

**Root Cause(s) Addressed:**  
Data

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

### Action Steps

Jul. 2015 - May. 2016

#### Professional Development

##### Description:

Develop PD on STAR and DIBELS to ensure that instructional staff understands data obtained from different assessments.

##### Implementation Benchmarks:

Scheduled professional development days and the beginning of the year pre-service. This data piece has also been a consistent and regular focus of grade level PLC meetings.

##### Resources:

No additional costs.

##### Key Personnel:

Grade level leads, principals, asst. principal, and zone lead instructional coach.

##### Status:

In Progress

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Aug. 2015 - May. 2016

## PLCs

### Description:

Implement true PLCs from Kdg-8th grade. Use PLC time to analyze student data for instructional planning and decision making purposes.

### Implementation Benchmarks:

- Weekly PLCs - K-5th
- Bi-monthly PLCs - 6th-8th

### Resources:

No additional resources

### Key Personnel:

Principals, grade level teams

### Status:

In Progress

**Major Improvement Strategy: #4 Subgroups**

Realize greater rates of achievement among students in subgroups.

**Root Cause(s) Addressed:**

Data

Specialized Instruction

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Articulation**

**Description:**

Increase the articulation time between the grade level teachers and special education teachers. Conduct focused conversations around student data and performance within PLCs.

**Implementation Benchmarks:**

Participation of special education teachers in grade level PLCs. (Update: special education teachers are now regular participants at grade level PLCs. Articulation has been increased but, this goal is still considered to be in progress.)

**Resources:**

No additional resources.

**Key Personnel:**

Special education teachers, grade level teams, principals.

**Status:**

School Code: 0555

School Name: BANNING LEWIS RANCH ACADEMY

	In Progress
Aug. 2015 - May. 2016	<p><b>Intervention</b></p> <p><b>Description:</b> Increase the consistency with how intensive interventions are applied. Increase the frequency of progress monitoring. Better differentiate the intervention to the need of the student.</p> <p><b>Implementation Benchmarks:</b> -Monthly progress checks and followup during PLC time. -Increased ownership of the progress monitoring process by classroom teachers.</p> <p><b>Resources:</b> Purchase additional licenses for the Lexia intervention. (Approx. \$1,000 - Complete) Purchase Aimsweb licenses (Approx. \$250 - Complete)</p> <p><b>Key Personnel:</b> Director of Individualized Instruction, interventionists, grade level teams, principals.</p> <p><b>Status:</b> In Progress</p>

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **1618** School Name: **EVANS INTERNATIONAL ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading Achievement:** Reading Proficiency by Third Grade: At mid-year 2015-2016, nearly \_\_\_\_\_% of Evans kindergarten through third graders were reading below benchmark as indicated by Dibels Next.
- **Math Achievement:** We are not scoring at the 50th percentile in math on our 3 year Plan and have not consistently experienced percentile growth of 5% each year.
- **Math Growth:** We are scoring below the Adequate Growth Percentile of 55 in math and have not consistently experienced percentile growth of 5% each year.
- **Writing Growth:** Although we made Adequate Growth in writing, we are rated as Approaching and have not seen 5% growth each year in our growth percentile.
- **Reading Growth Gaps:** Over a 3 year period, Students with Disabilities and Students Needing to Catch Up did not achieve adequate growth in reading.
- **Math Growth Gaps:** Over a 3 year period, none of our subgroups achieved adequate growth in math.
- **Reading Percentile Rank:** Evans is currently scoring below the 50th percentile in English Language Arts for all students as indicated by mean scales scores on PARCC.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Reading:** We lack a system for delivering core reading instruction that focuses on text that is on-grade level or above and provides all students equal access to high quality text.
- **Culture:** We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.
- **Math:** We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps.
- **Writing:** We lack a system for delivering core writing instruction that provides all students with equal access to high-quality writing and modeling of the cognitive process that compose the writing process.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Standards and Instruction:** Enhance and improve standards-based core reading, writing, and math instruction to include: improving the use of grade level or above resources, providing all students with equal access to high quality texts, and utilizing data to create the written and taught curriculum.
- **Primary Literacy:** Increase the knowledge and implementation of instructional strategies and refine our intervention systems to support all students to meet reading benchmark and promote primary literacy in grades K-3. (To include: concept-based instruction, differentiated instruction, creativity, critical thinking, inquiry, GT/enrichment,

School Code: **1618**

School Name: **EVANS INTERNATIONAL ELEMENTARY SCHOOL**

and higher level questioning.)

- **School Culture:** Implement strategies to create a positive school culture and high expectations among staff and students.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☐ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

## Additional Information about the School

### Comprehensive Review and Selected Grant History

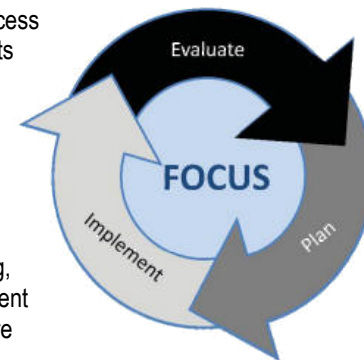
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** Evans International Elementary is an International Baccalaureate School serving approximately 650 students in Kindergarten through 5<sup>th</sup> grade. Evans is located in Colorado Springs, CO, on the southern border of the Falcon School District 49 boundary. Evans International delivers Title I services school-wide, with approximately 52% of our students qualifying for free or reduced lunch. Approximately 48% of students are of non-white ethnicity, including 26% Hispanic/Latino, 1% American Indian or Alaska Native, 2% Asian, 8% African American, and 15% of two or more races. As an IB school, students at Evans are taught science and social studies standards through thematic, interdisciplinary units of study that have local and global significance. Children attend enrichment classes in Spanish, art, music, PE, character education, and media and technology. We offer full day kindergarten to all students who have reached their fifth birthday by August 15<sup>th</sup>. Evans also has a strong English Language Development program that services approximately 8% of our school population. In addition to providing SLD (specific learning disability) and Speech-Language services, Evans has a center-based program that provides services for students designated SoCo (Social Communications/Autism). All staff is highly qualified each year. Staff is retained through a variety of instructional support systems and through staff development provided throughout the year along with ongoing feedback from the Instructional Coach.

During quarterly SAC (School Advisory Council) meetings, performance data, curriculum, and instructional strategies are shared with parents by administrators and teachers in a continual effort to cultivate collaborative partnerships focused on student success. We meet regularly as a staff to review data and plan instruction. This Unified Improvement Plan was developed with input from, and reviewed by, our staff and members of School Advisory Council. During the 2014-15 school year, our status moved from Performance to Improvement Status. We feel we have put processes and action steps in place that are helping us to move towards meeting the goals that were outlined by the 2014-2015 plan. To update our UIP we have reviewed data and our current processes and specifically created or edited our action steps to align with meeting our priority performance challenges. Our budget has been realigned to match the needs and priorities of our action steps.

Our school improvement team of administrators, teachers, and parents looked at 3 years of performance data as we evaluated performance trends in reading, writing, and math. We utilized a variety of assessment data to determine patterns of student achievement and growth, evaluate classroom practices, and modify instruction. The data considered

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included TCAP data, the School Performance Framework, and school/district testing (DibelsNext, SCANTRON, progress monitoring as well as local assessments). Achievement trends were mostly consistent among all measures. School data collected shows consistent growth from the beginning of the year to the end.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** Reading -

The percentile ranking as compared to other schools in Colorado 2015 will increase by 4 percentile points to the 51st percentile.

The number of students identified as having a significant reading deficiency (SRD) will be reduced by 10%.

The number of students reaching or exceeding grade level expectations (benchmark) on DIBELS Next will be at 80% or increased by 50% over previous year OR 72% of learners in each grade level will be at or above benchmark with their composite scores on DIBELS Next.

**Performance on Target:**

**Prior Year Target:** Math - The percentile ranking as compared to other schools in Colorado 2015 will increase by 6 percentile points to the 53rd percentile.

**Performance on Target:**

**Prior Year Target:** Writing - The percentile ranking as compared to other schools in Colorado 2015 will increase by 4 percentile points to the 54th percentile.

**Performance on Target:**

### Academic Growth

**Prior Year Target:** Reading - 90% of students currently "meeting grade level expectations in reading" will stay at benchmark or above by the end of the school year

The number of students identified as having significant reading deficiencies and on a READ Plan will be decreased by 5% in K-3.

**Performance on Target:**

**Prior Year Target:** Math - 90% of students currently "meeting grade level expectations in math" will meet benchmark or above by the end of the school year

**Performance on Target:**

**Prior Year Target:** Writing - 90% of students currently "meeting grade level expectations in writing" will meet benchmark or above by the end of the school year

**Performance on Target:**

### Academic Growth Gaps

**Prior Year Target:** Reading - Reduce the number of students identified as Students with Disabilities and Students Needing to Catch up with a significant reading deficiency (SRD) by 5%.

**Performance on Target:**

**Prior Year Target:** Math - 50% (currently at 35%) of the number of students identified as Students with Disabilities will meet grade level expectations in math by the end of the year

**Performance on Target:**

**Prior Year Target:** Writing - 30% (currently at 18%) of the number of students identified as Students with Disabilities will meet grade level expectations in writing by the end of the year

**Performance on Target:**

### Academic Achievement Reflection

Reading -

Did not meet reducing the number of students having a significant reading deficiency (SRD) by 10%. Evans percentage actually increased to 19%, which was 5% higher than the previous year.

Did not meet the DIBELS Next priority performance challenge. 75% of students met or exceeded grade level expectations (benchmark) on Dibels Next; however, our 2014-15 performance target was 80%.

All grade levels, except for 1st grade, met the performance target having 72% of learners in each grade level at or above benchmark with their composite scores on DIBELS Next. Kingergarten 81%

1st 66%

2nd 77%

3rd 75%

4th 75%

5th 77%

### Academic Growth Reflection

Reading -

We met our Annual Performance Target for 2014-15 with 94% of students "meeting grade level expectations" on DIBELS BOY staying at or above benchmark by the end of the school year. The goal was 90%.

We did not meet the Annual Performance Target for 2014-15 of decreasing by 5% the number of students identified as having significant reading deficiencies and on a READ Plan.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

##### Academic Achievement, Academic Growth, and Growth Gaps Summary in Reading

Achievement on TCAP in grades 3-5 has remained stable over 3 years. We experienced an increase with 5th grade scores over three years from 69% to 73% and with our 4<sup>th</sup> grade from 71% to 74%. 3<sup>rd</sup> grade scores decreased over three years from 81% to 67%. Students with disabilities experienced a 7% decrease in scores in 2012; however, this subgroup experienced a 15% increase in scores this year. Overall, students with disabilities scoring proficient or advanced in reading is 37%. We have experienced a slight increase over 3 years in the percentage of our students in 3<sup>rd</sup> grade scoring advanced. Overall, 8% of students are scoring unsatisfactory in reading grades 3-5. This is a 3% decrease from the previous year and the lowest percentage we have observed in four years. Over a 3 year period Academic Growth Gaps have an overall rating of 'Approaching' Over a 1 year period, the rating is 'Approaching.' Over 3 years, Free/Reduced Lunch Eligible students and Minority Students have a rating of 'approaching.' Over 3 years Students needing to catch up have a rating of 'approaching' (Over a 1 year period, the rating for this subgroup is also 'approaching'). Over 3 years, the Students with Disabilities subgroup has a rating of 'does not meet' (Over a 1 year period, the rating is "does not meet"). Over 3 years, the subgroups Students with Disabilities and Students needing to catch up have not met adequate growth.

##### Reading - Percentile Ranking:

This data is not available. However, the School Achievement Percentile Rank Report, released in February 2015, indicates that Evans is making gains in percentile rank in Reading - English Language Arts for All students based on Mean Scale Scores.

All Students - Our Percentile Rank increased from 39 to 46.	
2012-2013	39
2013-2014	41
2014-2015	46

3rd Grade - Our Percentile Rank increased from 35 to 45.	
2012-2013	51
2013-2014	35
2014-2015	45

4th Grade - Our Percentile Rank decreased from 55 to 49	
2012-2013	39
2013-2014	55
2014-2015	49

5th Grade - Our Percentile Rank Decreased from 50 to 42	
2012-2013	36
2013-2014	50

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2014-2015	42
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### **Academic Achievement, Academic Growth, and Growth Gaps Summary in Math**

Achievement on TCAP in grades 3-5 has remained stable over 3 years in math. Our 3<sup>rd</sup> grade students have experienced a steady increase in scores previously over 3 years, however, they saw a significant decrease this year going from 87% to 71%. Our 4<sup>th</sup> grade students experienced a slight increase in students scoring proficient/advanced during 2014. This year 4<sup>th</sup> grade scores experienced an increase of 4% over the previous year; however, these scores are 5% below what we observed in 2011. Over 3 years, our 5<sup>th</sup> grade students have experienced a decrease of 14% in students scoring proficient/advanced. Our 5<sup>th</sup> grade scores represent the lowest scores observed in over 4 years in 2013, and they experienced a 2% increase in scores in 2014. All of our subgroups experienced gains in reading except for our White and Female subgroups. After observing consistent decreases in the performance of our students with disabilities during the previous 3 years, this subgroup experienced a slight increase in scores of 4% this year. Overall, students with disabilities scoring proficient or advanced in math are 35%. The percentage of our students scoring unsatisfactory in math has experienced a slight decrease over 3 years, but we still have 4% of our population 3-5 scoring Unsatisfactory. In 3<sup>rd</sup> and 4<sup>th</sup> grade, we have 27% of our students scoring Advanced, and 23% of 5<sup>th</sup> grade scoring Advanced. This is a decrease in 3<sup>rd</sup> grade from the previous year, from 43% to 27%, and a decrease in 4<sup>th</sup> grade from 29% to 27%. In 5<sup>th</sup> grade, we have experienced a 7% increase in Advanced scores. Over a 3 year period Academic Growth Gaps have an overall rating of 'Approaching' (Over a 1 year period, the rating is 'approaching' as well). Over 3 years, Students needing to catch up have a rating of 'approaching'. (Over a 1 year period, the rating for both of these subgroups is 'does not meet'). Over 3 years, Free/Reduced Lunch Eligible students have a rating of 'approaching.' Over 3 years, the Students with Disabilities, Minority Students and English Learners subgroups have a rating of 'Does Not Meet' (Over a 1 year period, the rating is "does not meet"). Over 3 years, all subgroups did not meet adequate growth.

#### **Math - Percentile Ranking:**

This data is not available. However, the School Achievement Percentile Rank Report, released in February 2015, indicates that Evans is seeing stable percentile rankings in Math for All students based on Mean Scale Scores.

All Students - Our Percentile Rank was stable at 43	
2012-2013	51
2013-2014	43
2014-2015	43

3rd Grade - Our Percentile Rank increased from 41 to 45	
2012-2013	72
2013-2014	41
2014-2015	45

4th Grade - Our Percentile Rank decreased from 49 to 39	
2012-2013	52
2013-2014	49
2014-2015	39

5th Grade - Our Percentile Rank decreased from 47 to 40	
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School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

2012-2013	35
2013-2014	47
2014-2015	40

### **Academic Achievement, Academic Growth, and Growth Gaps Summary in Writing**

Overall, our writing scores have remained stable this year, with a decrease in our 3<sup>rd</sup> grade scores from 68% to 47% this past year. Over the past 3 years, 3<sup>rd</sup> grade has seen an increase in scores but the scores decreased this year from 68% to 47%. 4<sup>th</sup> and 5<sup>th</sup> Grade have remained stable over a 3 year period. Our 3<sup>rd</sup> grade students experienced a decrease of 21% in students scoring proficient/advanced from the previous year. Our 4<sup>th</sup> grade students experienced a decrease of 5% in students scoring proficient/advanced from the previous year; however, these current scores are 5% higher than what was experienced 3 years ago. 5<sup>th</sup> grade experienced a 1% increase in students scoring Proficient or Advanced this year. All of our subgroups experienced a decrease in writing performance over the previous year. Over 3 years, the performance of our ELL students is continuing to trend upward; however, they experienced a 6% decrease this year. Overall, ELL students scoring proficient or advanced in writing is 43%. After observing consistent decreases in the performance of our students with disabilities during the previous 3 years, this subgroup experienced an increase in scores of 11% over the past 3 years, they decreased by only 1%, bringing their percentage of Proficient or Advanced to 18%. Students scoring Advanced in Writing decreased in 3<sup>rd</sup> and 4<sup>th</sup> grade (12% to 5% in 3<sup>rd</sup>, and 9% to 6% in 4<sup>th</sup>), but increased in 5<sup>th</sup> grade from 7% to 10%. Over a 3 year period Academic Growth Gaps have an overall rating of "Approaching" (Over a 1 year period, the rating is 'approaching'). Over 3 years, Free/Reduced Lunch Eligible, subgroup achieved a rating of 'Approaching' in Academic Growth Gaps. Over 3 years, Minority Students achieved a rating of 'Approaching in Academic Growth Gaps (Over a 1 year period, the rating for this subgroup is 'approaching'). Over 3 years, Students needing to catch up subgroup achieved a rating of 'approaching'. Over 3 years, Students with Disabilities subgroup achieved a rating of 'does not meet' in Academic Growth Gaps (Over a 1 year period, the rating for this subgroup is 'does not meet'). Over 3 years, the subgroup Minority Students has met adequate growth. Over 3 years, the subgroups Students with Disabilities, English Language Learners, and Students needing to catch up have not met adequate growth.

### **Writing - Percentile Ranking**

This data is not available. However, the School Achievement Percentile Rank Report, released in February 2015, indicates that Evans is seeing stable percentile rankings in Writing - English Language Arts for All students based on Mean Scale Scores.

All Students - Our Percentile Rank was stable at 46	
2012-2013	58
2013-2014	46
2014-2015	46

3 <sup>rd</sup> Grade - Our Percentile Rank increased from 39 to 45	
2012-2013	79
2013-2014	39
2014-2015	45

4 <sup>th</sup> Grade - Our Percentile Rank decreased from 53 to 49	
2012-2013	50
2013-2014	53
2014-2015	49

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5th Grade - Our Percentile Rank decreased from 57 to 42	
2012-2013	50
2013-2014	57
2014-2015	42

**Priority Performance Challenges and Root Cause Analysis:**

**READING:** Since 2009 we have been using the National Literacy Coalition Every Child a Reader (ECAR) framework as our core reading program to deliver in-class small group differentiated reading instruction. Through data analysis, frequent classroom observations, and meetings with teachers, we have identified a deficiency in the amount of time spent on text exposure to on-grade level and above text and reading strategies for all students. We believe this lack of exposure is a root cause to our poor performance as a school in reading achievement. We feel we are providing adequate interventions to students who have identified needs in reading. However, we lack a system for delivering core reading instruction that focuses on text that is on-grade level or above and provides all students equal access to high quality text.

**WRITING:** Beginning in the 2011-2012 school year, we implemented a consistent school-wide framework for writing instruction. We are now in the fifth year of implementation of this intensive, skill-based writing structure. However after analyzing our data and meeting with teachers, we believe we are lacking a balanced approach to writing instruction. In grade level meetings we are discussing writing instruction, and a writing progression aligned with the Colorado Academic Standards for Reading, Writing and Communicating. Through these discussions and analyzing our data, we believe we lack a system for delivering core writing instruction that provides all students with equal access to high-quality writing and modeling of the cognitive process that compose the writing process.

**MATH:** Prior to the 2014-2015 school year, we had been teaching math using a variety of resources. We have lacked a consistent framework and consistent expectations school-wide in the approach to teaching math that is aligned with the Colorado Academic Standards. During the 2014-2015 school year we implemented the *Engage NY Math* curriculum school-wide. We feel that this curriculum will help us address our need to have a consistent framework and consistent expectations for math instruction. The *Engage NY Math* curriculum will assist us with providing all students equal access to standards-based math instruction and addressing the standards for mathematical practice and math shifts which address the high expectations and rigor of the Common Core. Through meeting with teachers to plan instruction and review data we see a need to support teachers with this new implementation. Our data shows that students are not making progress in math, and we see a need to offer remediation and differentiation to support all students. We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps. We considered CO state standards in math as we looked at the delivery of math instruction. After analyzing our data and meeting with teachers, we believe this to be a root cause to why we have not seen significant increases in our math scores as well as meeting adequate growth.

**SCHOOL CULTURE AND CLIMATE:** Our school improvement team of administrators, teachers and parents looked at local data as we evaluated trends in school culture and climate at Evans International. We utilized a variety of local assessment data to determine patterns and needs of classroom management strategies, school-wide expectations, and a safe and positive learning environment where all students achieve to high levels. The data considered included results of two school safety surveys completed by 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders during the 2014-2015 school year, data from office referrals and relation to locations in the school (i.e., classroom, recess), and results from a staff survey regarding strategies to support student achievement. Classroom observations, staff meetings, The Flippen Needs Assessment and SAC meetings were also used as opportunities to discuss school climate and collect data.

In meeting with teachers we found that we lack a consistent process or system as a school to promote school culture in a way that would increase student achievement. We have identified a need to continue to work with staff to provide training on strategies that would positively impact school culture.

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#### 4. 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.

##### Academic Achievement (Status)

- Reading - Evans International Elementary School's achievement in all content areas has remained relatively flat for the past 3 years. We have not seen significant increases or decreases in overall achievement or subgroup performance.
- Math - Evans International Elementary School's achievement in all content areas has remained relatively flat for the past 3 years. We have not seen significant increases or decreases in overall achievement or subgroup performance. Third Grade Reading, Writing and Math scores have declined over the past year.
- Writing - Evans International Elementary School's achievement in all content areas has remained relatively flat for the past 3 years. We have not seen significant increases or decreases in overall achievement or subgroup performance.

##### Academic Growth

- Math - Evans International Elementary School has a rating of Does Not Meets in Academic Growth in Math and is not making adequate growth over 3 years.

##### Academic Growth Gaps

- Reading - Evans International Elementary School has remained relatively flat in all subgroups with a slight increase in our ELL and SPED students; however, the SPED growth gaps is still at a level of 'Does not meet.'
- Math - Evans International Elementary School has experienced an overall rating of Does Not Meet on our 1 year and 3 year plans. And we are at a level of 'Does not meet' for each subgroup on our 1 year plan.
- Writing- Evans International Elementary has experienced an overall rating of Approaching on our 1 year and 3 year plans.

#### Priority Performance Challenges and Root Cause Analysis

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 school's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

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Priority Performance Challenge	Root Cause
Reading Achievement: Reading Proficiency by Third Grade: At mid-year 2015-2016, nearly ____% of Evans kindergarten through third graders were reading below benchmark as indicated by Dibels Next.	<p>→ Reading: We lack a system for delivering core reading instruction that focuses on text that is on-grade level or above and provides all students equal access to high quality text.</p> <p>Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>
Math Achievement: We are not scoring at the 50th percentile in math on our 3 year Plan and have not consistently experienced percentile growth of 5% each year.	<p>→ Math: We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps.</p> <p>Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>
Math Growth: We are scoring below the Adequate Growth Percentile of 55 in math and have not consistently experienced percentile growth of 5% each year.	<p>→ Math: We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps.</p> <p>Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>
Writing Growth: Although we made Adequate Growth in writing, we are rated as Approaching and have not seen 5% growth each year in our growth percentile.	<p>→ Writing: We lack a system for delivering core writing instruction that provides all students with equal access to high-quality writing and modeling of the cognitive process that compose the writing process.</p> <p>Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>

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Reading Growth Gaps: Over a 3 year period, Students with Disabilities and Students Needing to Catch Up did not achieve adequate growth in reading.



Reading: We lack a system for delivering core reading instruction that focuses on text that is on-grade level or above and provides all students equal access to high quality text.

Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.

Math Growth Gaps: Over a 3 year period, none of our subgroups achieved adequate growth in math.



Math: We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps.

Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.

Reading Percentile Rank: Evans is currently scoring below the 50th percentile in English Language Arts for all students as indicated by mean scales scores on PARCC.



Reading: We lack a system for delivering core reading instruction that focuses on text that is on-grade level or above and provides all students equal access to high quality text.

### Reflection on Priority Performance Challenges

### Reflection on Root Cause

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School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

## 1. Summary/Conclusion

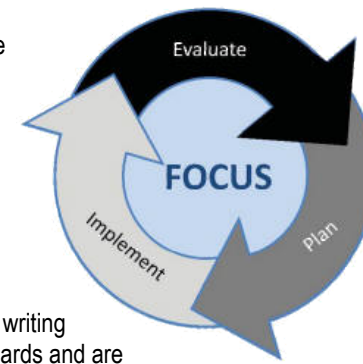
School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

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### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: Standards and Instruction

Enhance and improve standards-based core reading, writing, and math instruction to include: improving the use of grade level or above resources, providing all students with equal access to high quality texts, and utilizing data to create the written and taught curriculum.

#### Root Cause(s) Addressed:

Reading  
Writing  
Math  
Culture

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

#### Action Steps

Aug. 2015 - May. 2016

#### Daily Literacy Block

##### Description:

Provide all students exposure and repeated practice with grade level skills (120 minutes each day) utilizing resources such as Wonders, NLC Every Child a Writer, Saxon Phonics, Common Core ELA books and math workbooks, Document Based Questioning, Engage New York, Mountain Language, Motivational Reading, etc.)

##### Implementation Benchmarks:

August 2015 - Develop master schedule to include 90-minute school wide literacy block and 30-minute small group instruction.

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	<p><b>Resources:</b> 2015-2016 Budget: Books Title I = \$</p> <p><b>Key Personnel:</b> Principal, Instructional Coach, Classroom Teachers</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Instructional Coach</b></p> <p><b>Description:</b> Hire full-time Instructional Coach to provide active and constructive support to all teachers regarding instructional practices on a consistent basis. Instructional Coach will spend time collaborating and planning with all grade level teams. Planning will continue to focus on utilizing CO Academic ELA and Math standards and zone curriculum maps to ensure teaching is standards-based and a variety of resources are utilized throughout instruction. Instructional Coach will facilitate collaboration between classroom teachers and provide professional development.</p> <p><b>Implementation Benchmarks:</b> Teacher selection for coaching: Instructional Coach will serve as Lead Mentor and support new staff to Evans. Instructional Coach will regularly observe in all classrooms at Evans and provide feedback, modeling, and support to staff around instruction and classroom management.</p> <p>Weekly - Instructional coach will participate in classroom observations with administrators to provide feedback regarding implementation of school wide reading curriculum.</p> <p>Monthly - Instructional coach will share best instructional strategies and provide training for staff during monthly staff</p>

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	<p>meetings.</p> <p><b>Resources:</b> 2015-2016 budget: Full-time Instructional Coach salary &amp; benefits Title I = \$55,400 Stipend for Instructional Coach extra work days Title I = \$1,522</p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Gifted/Talented Coach</b></p> <p><b>Description:</b> Hire .5 GT Coach to provide active and constructive support to teachers regarding instructional practices for advanced learners.</p> <p>GT Coach will provide professional development and provide instructional support to 4th and 5th graders who have been identified GT.</p> <p>GT Coach will provide enrichment and strategies to be used for all learners.</p> <p><b>Implementation Benchmarks:</b> Teacher selection for coaching: The GT coach will provide support and flooding in the classrooms with students who are identified as gifted and talented (i.e., coaching, modeling, co-teaching).</p> <p>Monthly - To support all staff, during monthly SST meetings, data will be reviewed and GT Coach will provide support for</p>

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	<p>strategies and instructional planning. PLC meetings will also be utilized for collaboration among teachers about strategies they are finding effective.</p> <p>Monthly - GT coach will share best instructional strategies and provide training for staff during monthly staff meetings.</p> <p><b>Resources:</b> 2015-2016 budget: Full-time Instructional Coach salary &amp; benefits Title I = \$55,400 Stipend for Instructional Coach extra work days Title I = \$1,522</p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Staff Training Opportunities</b></p> <p><b>Description:</b> Provide opportunities for professional development for staff to adequately support and incorporate standards-based ELA and math instruction, assessment, IB, curriculum planning and development, (ie. Common assessment training, BURST Reading Intervention and Amplify Dibels training, Kagan (Brain Based Learning), Wonders, Concept-based, Gifted/Talented, IB training, SIOP training, NLC Writing, Project Lead the Way.)</p> <p>Provide opportunities for professional development for staff to adequately support and incorporate Reading, writing, and IB strategies into learning and instruction.</p> <p>Utilize PLC's and staff meetings to follow up on staff developments to ensure new knowledge and skills are implemented with fidelity.</p>

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	<p><b>Implementation Benchmarks:</b></p> <p>July 2015 - Staff training by McGraw-Hill "Wonders"</p> <p>August 2015 - Project Lead the Way training for all staff</p> <p>October 2015 - IB training, Denver, CO for 7 teachers</p> <p>Monthly - During monthly staff meetings, time will be devoted to sharing about strategies learned in training.</p> <p><b>Resources:</b></p> <p>2015-2016 Budget:</p> <p>In-State Training/Staff Development</p> <p>Title I = \$</p> <p>Out-of-State training/Staff Development</p> <p>Title I = \$</p> <p>Substitute Salaries</p> <p>Title I = \$2,400</p> <p><b>Key Personnel:</b></p> <p>Administrators, Instructional Coach, Classroom Teachers, Special Education and ELD Teachers</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Aug. 2015 - May. 2015</p>	<p><b>Writing Instruction</b></p> <p><b>Description:</b></p> <p>Implement NLC Every Child a Writer framework to students Kindergarten through 5th grade to differentiate writing and provide all students exposure to developmentally appropriate writing instruction targeted to students' instructional level.</p>

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	<p><b>Implementation Benchmarks:</b></p> <p>August 2015 – Each grade level will give a BOY writing assessment and utilize a common rubric from "Wonders" to assess student performance. Place students in appropriate level for instruction according to the state standards and NLC Proficiency Validation Plans for writing.</p> <p>Monthly - During PLC and SST meetings utilize Colorado Academic Standards, NLC Writing Proficiency Validation Plans, and the "Wonders" curriculum to monitor student placement and mastery of essential skills.</p> <p>Ongoing - Through observation, evaluation, and collaboration with Instructional Coach, ensure NLC Every Child a Writer is implemented to meet the needs of our teachers and students</p> <p><b>Resources:</b></p> <p>2015-2016 Budget:</p> <p>In-State Training/Staff Development</p> <p>Title I = \$</p> <p>Out-of-State training/Staff Development</p> <p>Title I = \$</p> <p>Substitute Salaries</p> <p>Title I = \$2,400</p> <p><b>Key Personnel:</b></p> <p>Principal, Instructional Coach, Literacy Interventionist, Classroom Teachers</p> <p><b>Status:</b></p> <p>In Progress</p>
Oct. 2015 - May. 2016	<p><b>Peer Observations</b></p> <p><b>Description:</b></p> <p>Provide opportunities for teachers to observe, reflect, and provide feedback to each other through peer and mentor</p>

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	<p>observation and coaching.</p> <p><b>Implementation Benchmarks:</b> Quarterly - Teachers will complete a mentor or peer observation reflection form and will meet to discuss, providing feedback and open communication with each other on a quarterly basis</p> <p><b>Resources:</b> 2015-2016 Budget: Salaries and benefits for substitute teachers Title I = \$2,400</p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, Classroom Teachers, SPED and ELD Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - Aug. 2015</p>	<p><b>Master Schedule</b></p> <p><b>Description:</b> Through scheduling and instructional planning, ensure consistent time is devoted to integrating ELA and math instruction into all content areas (to include science and social studies). Provide opportunities for exposure to real-world, meaningful activities and current events, allowing students to make connections to their learning and apply reading and writing skills across academic contents.</p> <p><b>Implementation Benchmarks:</b> August 2015– Develop classroom schedules to include integration of ELA and math standards into all content areas.</p> <p>Every 6 days - Utilize PLC meetings (IB planning time) to plan instruction and align resources to integrate ELA and math into all content areas and not teach science and social studies as “stand alone” blocks of time. Teachers will utilize school wide books and subscriptions (National Geographic, Time for Kids, Colorado Studies Weekly,</p>

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	<p>Document Based Questioning, etc.) on a regular basis as a resource for reading and writing instruction that is on grade-level or above, contains literacy integrated with science and social studies, and of high interest to students.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> IB Coordinator Classroom Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Apply reading and writing across academic contents</b></p> <p><b>Description:</b> Provide opportunities for exposure to real-world, meaningful activities and current events, allowing students to make connections to their learning and apply reading and writing skills across academic contents.</p> <p><b>Implementation Benchmarks:</b> Teachers will utilize school wide books and subscriptions (National Geographic, Time for Kids, Colorado Studies Weekly, Document Based Questioning, etc.) on a regular basis as a resource for reading and writing instruction that is on grade-level or above, contains literacy integrated with science and social studies, and of high interest to students.</p> <p><b>Resources:</b> 2015-2016 Budget: Books Title I = \$  Subscriptions Title I = \$</p>

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	<p>Printing Title I = \$</p> <p>IBO fees/dues Title I = \$</p> <p>Out-of-State training/Staff Development – IB training Title I = \$</p> <p><b>Key Personnel:</b> Classroom Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Common Planning / PLC time</b></p> <p><b>Description:</b> Provide common planning/PLC time for grade levels to collaborate and develop IB planners and units of inquiry that integrate literacy and math among all grade levels.</p> <p><b>Implementation Benchmarks:</b> August 2015 – Develop a master schedule to include time for collaboration among grade level teams with support from the Instructional Coach. The master schedule will align with the 120 minute school wide literacy block to ensure PLC time is not scheduled during the literacy block.</p> <p><b>Resources:</b> 2015-2016 Budget: IBO fees/dues Title I - \$</p>

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	<p><b>Key Personnel:</b> Administrators, Instructional Coach, Classroom Teachers</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Project Lead the Way training</b></p> <p><b>Description:</b> Utilize a teacher who has been trained as a lead teacher in Project Lead the Way to train teachers in how to implement PLTW modules in their classrooms to integrate literacy and math into integrated units</p> <p><b>Implementation Benchmarks:</b> August 28, 2015 - Whole staff professional development on Project Lead the Way Launch model.</p> <p>Ongoing training and support for staff provided by the lead teacher during team meetings.</p> <p><b>Resources:</b> Stipend and benefits for teacher to provide tech support to staff: Title I = \$1,200</p> <p><b>Key Personnel:</b> Administrators, Teacher trained in PLTW Launch model</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Utilize resources aligned to the common core in math</b></p> <p><b>Description:</b></p>

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	<p>Utilize a variety of supplemental resources that are aligned to the common core in math. (ie. Engage NY Math, Math Progressions, Mountain Math, Common Core aligned Math workbooks and resources, Touch Math, SRA Connecting Math Concepts, Do the Math, Inquiry Boxes). These resources will help teachers provide extensions and extra practice to the core curriculum to support the needs of all students.</p> <p><b>Implementation Benchmarks:</b></p> <p>During weekly team planning and PLC meetings share instructional strategies and resources to support and enhance math instruction. The Instructional Coach and GT Coach will provide support to staff around these planning areas. Staff will collaborate and plan instruction utilizing these resources to ensure alignment between Colorado Academic Standards and integration of Math standards throughout all content areas</p> <p><b>Resources:</b></p> <p>Supplies Title I = \$1,660.83</p> <p>Books Title I = \$</p> <p>Printing Title I = \$</p> <p><b>Key Personnel:</b> Administrators, Instructional Coaches, Classroom Teachers.</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Feb. 2016	<p><b>Parent Teacher Conferences</b></p> <p><b>Description:</b></p> <p>Hold parent teacher conferences each semester to discuss student progress. A translator will be available if necessary and clerical staff will be utilized to provide parent support, interpreting, etc for parent events and parent-teacher</p>

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	<p>conferences.</p> <p><b>Implementation Benchmarks:</b> Parent attendance - Teachers will report the percentage of attendance at conferences. Efforts will be made to reschedule conference and achieve the goal of 100% conference attendance.</p> <p><b>Resources:</b> Interpreter Title I = \$500  Clerical Overtime Title I = \$1,000</p> <p><b>Key Personnel:</b> All Certified Evans Staff Members</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>Parent Nights - 3 times annually</b></p> <p><b>Description:</b> Hold a parent night to invite parents into the school to learn more about ELA standards, IB, curriculum, math, and strategies they can use to support their students.</p> <p><b>Implementation Benchmarks:</b> Parent participation, attendance, and feedback from parent night.</p> <p><b>Resources:</b> Parent Involvement Supplies</p>

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	<p>Title I = \$1,153</p> <p><b>Key Personnel:</b> Principal, All Certified Evans Staff members</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Parent Involvement - PTO and SAC</b></p> <p><b>Description:</b> Actively recruit and encourage parent participation in PTO and SAC. Promote increased awareness and advertisement of monthly meetings and invite new parents to attend.</p> <p><b>Implementation Benchmarks:</b> Hold quarterly PTO and SAC meetings during the 2015-2016 school year.</p> <p>Attendance/sign-in sheets for PTO and SAC meetings.</p> <p>Advertise PTO and SAC meetings via email and phone messages to parents, the school website and marquee.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal, Assistant Principal All Certified Evans Staff members</p> <p><b>Status:</b> In Progress</p>
	<p><b>Home to School Communication</b></p>

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<p>Aug. 2015 - Aug. 2015</p>	<p><b>Description:</b> Encourage home school involvement and communication through daily planners and homework folders.</p> <p><b>Implementation Benchmarks:</b> August 2015- Purchase planners and homework folders for every student and hand out the first day of school</p> <p><b>Resources:</b> Cost of Planners Supplies Title I = \$1,660.83 Parent Involvement Supplies Title I = \$1,153</p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - May. 2016</p>	<p><b>Hire and retain Highly Qualified Teachers</b></p> <p><b>Description:</b> The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers.</p> <ul style="list-style-type: none"> <li>a. Attend job fairs as needed</li> <li>b. Continue teacher mentoring program in building and hold bi-weekly staff development for new teachers during 1st semester</li> <li>c. Diligently check references when hiring new staff members</li> </ul>

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**Implementation Benchmarks:**

All new teachers will be evaluated following the Evaluation Guidelines of the Sand Creek Innovation Zone Evaluation Council

Retention of Highly Qualified teachers at end of school year

**Resources:**

N/A

**Key Personnel:**

Principal, Assistant Principal, Instructional Coach, IB Coordinator

**Status:**

In Progress

**Major Improvement Strategy:** Primary Literacy

Increase the knowledge and implementation of instructional strategies and refine our intervention systems to support all students to meet reading benchmark and promote primary literacy in grades K-3. (To include: concept-based instruction, differentiated instruction, creativity, critical thinking, inquiry, GT/enrichment, and higher level questioning.)

**Root Cause(s) Addressed:**

Reading  
Math  
Writing  
Culture

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

Aug. 2015 - Aug. 2015

**Master Schedule**

**Description:**

Utilize master schedule efficiently to maximize student learning time and eliminate distractions. The master schedule will include a consistent 120 minute reading block for K-3 and a consistent block for 4-5.

Ensure pull-out, when necessary, is only used to provide additional instruction, not to replace instruction.

The master schedule will also be used to support collaboration in order to hold all staff accountable for planning, teaching, and assessing.

**Implementation Benchmarks:**

August 2015- Daily schedules include block for necessary SPED and ELD enrichment.

August 2015 - Begin school-wide 120 minute reading block daily

Grade level planning every Monday to plan reading with leadership team.

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	<p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> Principal, Assistant Principal, Classroom Teachers, SPED Teachers, ELD Teacher, Interventionist</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Hire Literacy Interventionist</b></p> <p><b>Description:</b> Hire Literacy Interventionist to provide targeted literacy support to students in Tier II who are not receiving SPED or ELD support. Support will be pullout in small groups as well as in-classroom support.</p> <p>At-risk students will be identified through assessment and progress monitoring and discussed during SST meetings (every 4-6 weeks) to ensure appropriate interventions are in place.</p> <p><b>Implementation Benchmarks:</b> Beginning in August and throughout 2015-2016 school year - Utilize benchmark assessments, progress monitoring, and teacher observation and feedback during PLC meetings and SST meetings to determine students who are not demonstrating growth and are needing extra support.</p> <p><b>Resources:</b> 2015-2016 Budget: Full Literacy Interventionist salary &amp; benefits Title I = \$53,264.60</p> <p><b>Key Personnel:</b> Principal, Literacy Interventionist</p>

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	<p><b>Status:</b> Complete</p>
Jul. 2015 - Jul. 2015	<p><b>Hire Math Interventionist</b></p> <p><b>Description:</b> Hire Math Interventionist to provide targeted math support to students in Tier II who are not receiving SPED or ELD support. Support will be pullout in small groups as well as in-classroom support.</p> <p><b>Implementation Benchmarks:</b> Beginning in August and throughout 2015-2016 school year – Utilize benchmark assessments, progress monitoring, and teacher observation and feedback during PLC meetings and SST meetings to determine students who are not demonstrating growth and are needing extra support.</p> <p><b>Resources:</b> 2015-2016 Budget: Full time Math Interventionist salary &amp; benefits Title I = \$76,930</p> <p><b>Key Personnel:</b> Principal, Math Interventionist</p> <p><b>Status:</b> Complete</p>
Jul. 2015 - Jul. 2015	<p><b>Hire part-time ELD teacher</b></p> <p><b>Description:</b> Hire part-time ELD teacher to provide additional support to ELD students and help us to better meet the needs of our ELD population through pullout, small group, and in-classroom support.</p>

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	<p><b>Implementation Benchmarks:</b> Grade level planning every Monday to plan reading with leadership team.</p> <p><b>Resources:</b> 2015-2016 Budget: Part time (0.5) ELD teacher salary &amp; benefits Title I = \$28,315.65</p> <p><b>Key Personnel:</b> English Language Development Teacher Special Education Teachers Instructional Coach</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Rtl Process and Differentiation and Intervention</b></p> <p><b>Description:</b> Reformat Response To Intervention Process to ensure more consistency with progress monitoring, reviewing data, and determining appropriate interventions for student academic and behavior needs.</p> <p>Ensure teachers are delivering differentiated instruction and appropriate interventions. Struggling students are identified through beginning, middle, end of year testing, progress monitoring, and SST meetings every 4-6 weeks.</p> <p><b>Implementation Benchmarks:</b> July 2015 - Dean of Students will lead the Rtl Team at Evans. Administrative team will develop a flowchart of the Rtl Process at Evans and schedule SST meetings every 4-6 weeks. Develop a process for tracking data and interventions, letters to notify parents of the SST process and interventions students will receive.</p> <p>August 2015 - Literacy Interventionist will develop a progress monitoring calendar to be utilized by classroom teachers.</p>

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	<p>An updated calendar will be distributed each month.</p> <p>Teachers will differentiate instruction and implement appropriate interventions to meet the needs of students. SST meetings will be scheduled every 4-6 weeks to look at data and determine student needs. Implementation of differentiation and interventions will be observed through classroom observations and data meetings.</p> <p><b>Resources:</b> Books Title I = \$ Electronic Media Title I = \$</p> <p><b>Key Personnel:</b> Administrators, RtI Lead, Counselor, Instructional Coach, Classroom Teachers, SPED and ELD Teachers, Literacy and Math Interventionist</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Integrate and utilize technology</b></p> <p><b>Description:</b> Integrate and utilize appropriate technology in instruction to maximize student learning. Utilize technology as a resource for providing tiered support and interventions in reading and math.</p> <p><b>Implementation Benchmarks:</b> Students will have access to technology (i.e., iPads, Netbooks, Chrome Books, software, apps) in every classroom to work on 21st Century Learning Skills. Purchase school wide subscriptions to enhance reading and writing instruction and contains literacy integrated with science and social studies. During weekly IB planning, teachers will plan instruction to utilize these resources (i.e., National Geographic, Time for Kids, Discovery Education, BrainPop, etc.)</p>

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	<p>Technology will be used to provide differentiated learning opportunities, intervention, and to enhance instruction. All students will have access to online libraries (including Wonders and MyOn) to build reading fluency and comprehension.</p> <p>Students identified "at-risk" in reading or math will have access to resources to be used as intervention to support their learning (i.e., Reading A-Z, BURST Reading Intervention, Front Row Math, Ten Marks Math, etc.)</p> <p><b>Resources:</b> 2015-2016 Budget: Subscriptions Title I = \$</p> <p>Electronic Media Title I = \$</p> <p><b>Key Personnel:</b> Administrators, Classroom Teachers, Literacy and Math Interventionist</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Provide Technology Support and Training for Teachers</b></p> <p><b>Description:</b> Utilize a teacher with expertise in technology to coach and provide staff training on utilizing technology in instruction to maximize student learning.</p> <p><b>Implementation Benchmarks:</b> Maintain lab and technology calendar for teachers to access devices for student use. Maintain a webpage where teachers can request tech support. Include technology ideas, strategies, and resources for staff on the webpage.</p>

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	<p>Assist teachers with troubleshooting technology issues. During staff meetings share strategies and resources with staff to assist them with utilizing technology in instruction.</p> <p><b>Resources:</b> Stipend and benefits for teacher to provide tech support to staff: Title I = \$1,200</p> <p><b>Key Personnel:</b> Principal, Teacher</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Utilize GT Coach to work with Identified students</b></p> <p><b>Description:</b> Utilize GT Coach to work with identified students.</p> <p><b>Implementation Benchmarks:</b> Throughout the 2015-2016 school year - Using data from CoGat, Dibels, and local assessments, students will be identified and the GT Coordinator will work with teachers to develop a plan for students.</p> <p><b>Resources:</b> 2015-2016 Budget: .5 GT Coach salary &amp; benefits Title I = \$42,014.01</p> <p><b>Key Personnel:</b> Administrators GT Coach</p>

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	<p>Classroom Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Student Learning Plans</b></p> <p><b>Description:</b> Teachers will utilize progress monitoring and assessment data to create plans to individualize instruction including English Language Proficiency, READ Plans, and Advanced Learning Plans.</p> <p><b>Implementation Benchmarks:</b> Follow a school-wide progress monitoring calendar for reading. Data will be reviewed during SST meetings every 4-6 weeks.</p> <p>October 2015 - Develop READ Plans, review the Plans during parent teacher conferences.</p> <p>December 2015 - Develop READ Plans for kindergarten students, review the Plans with parents</p> <p>February 2016 - Update student Plans and review with parents during conferences</p> <p>May 2016 - Update student Plans with EOY data</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators Instructional Coach GT Coordinator Classroom Teachers</p>

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	<p>Literacy and Math Interventionists ELD Teacher</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Aug. 2015	<p><b>Transition from Early Childhood Programs</b></p> <p><b>Description:</b> Provide space in school for outside agencies, Headstart and CPCD, to offer pre-school program in our community.</p> <p>The Evans kindergarten teachers will meet with the preschool teachers each spring and utilize assessment data to identify specific needs of students moving into kindergarten at our school.</p> <p><b>Implementation Benchmarks:</b> Two classrooms will be designated for Headstart and CPCD at the start of the school year.</p> <p>Kindergarten teachers will report that they have a good understanding of the academic strengths and weaknesses of students moving into kindergarten and will use that information as they plan instruction- May 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Coordination and Integration of Federal, State, and Local Services and Programs</b></p> <p><b>Description:</b></p>

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We coordinate funds in the following ways:

- Title I funds:
  - o Salary of Instructional Coach
  - o Stipend for Instructional Coach
  - o Salary for Interventionist
  - o Stipend for IB/GT Coordinator
  - o Stipend for ELD Teacher
  - o Stipends parent classes
  - o Purchase intervention materials and instructional supplies
  - o Purchase of technology to support instruction
  - o Purchase of parent supplies
  - o Professional Development
  - o IB fees and activities
  - o Books and Subscriptions
- Local
  - o Classroom materials and supplies
  - o Enrichment (art, music, PE, technology, Spanish) supplies
  - o Student health supplies
  - o IB training, supplies, resources
  - o Administrative supplies
  - o Creative Units

**Implementation Benchmarks:**

We make budgetary decisions initially in the Spring for the following school year and then regularly throughout the school year. Budgets are adjusted based on staff development needs of teachers and instructional needs of students.

**Resources:**

Title I

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

Local Funds

**Key Personnel:**

Principal, Building Leadership Team, Classroom Teachers

**Status:**

In Progress

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

**Major Improvement Strategy:** School Culture

Implement strategies to create a positive school culture and high expectations among staff and students.

**Root Cause(s) Addressed:**

Culture

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Jul. 2015 - Aug. 2015

**Parent Involvement - Open House and Pastries For Parents**

**Description:**

Invite parents to Open House and Pastries with Parents to orient them to the school, Title I, and answer questions.

The school's Unified Plan and Parent Involvement Policy will be discussed and key points will be communicated during Open House. The plan and policy will be available for review by all parents upon request. A copy of the Parent/Student Compact will be sent home at the beginning of each school year.

A Parent-School Policy has been developed by the district and a Parent-School Compact has been developed at our school in collaboration with parents.

**Implementation Benchmarks:**

July 30, 2015 - Open House. Parent participation, attendance and feedback from Open House.

August 13, 2015 - Pastries for Parents. Parent breakfast, parent participation, attendance, and feedback from event.

All parents will be informed of and will have access to the school's Unified Plan, Parent-School Policy, and

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

	<p>Parent/Student Compact –throughout 2014-2015 school years.</p> <p><b>Resources:</b>  Money for Ice Cream, Pastries for Breakfast  Parent Involvement Supplies  Title I = \$1,153</p> <p><b>Key Personnel:</b>  All Certified Evans Staff Members  Principal</p> <p><b>Status:</b>  Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Extra Curricular Events</b></p> <p><b>Description:</b>  Schedule a variety of after school activities for students to participate in throughout the school year; soccer, floor hockey, gymnastics, bowling, golf, piano lessons, choir, running club, basketball, orchestra, walking club, Battle of the Books, etc.</p> <p><b>Implementation Benchmarks:</b>  Participation in after school activities throughout 2015-2016 school year.</p> <p><b>Resources:</b>  Compensation for instructors - stipend</p> <p><b>Key Personnel:</b>  Principal  Certified Staff Members</p>

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

	<p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Implement Consistent Positive Behavior Supports</b></p> <p><b>Description:</b> Implement Positive Behavior Supports and "Capturing Kids Hearts" school wide.</p> <p><b>Implementation Benchmarks:</b> After researching different programs, we believe the model offered by the Flippen Group "Capturing Kids Hearts" would be an effective method, when implemented with fidelity, to create a consistent school-wide structure.</p> <p>July 2015 - Revisit PBS and CKH strategies with staff and the school wide plan for implementation.</p> <p>During weekly PLC's, collaborate and refine consistent school-wide strategies for establishing a safe and high-performing school culture.</p> <p><b>Resources:</b> Bring In training Title I =</p> <p><b>Key Personnel:</b> Administrators, All Instructional Staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Student Recognition</b></p> <p><b>Description:</b> Promote positive school culture through recognize student achievement and positive behavior choices.</p>

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

**Implementation Benchmarks:**

Hold Pride Assemblies each semester.

Weekly student recognition (PAWS-itive Office Referrals, PAWS drawing and picture with school mascot, etc.)

**Resources:**

**Key Personnel:**

Administrators

Counselor

Instructional Staff

**Status:**

In Progress

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

**School Evans International Elementary School**

## Accreditation Rating Improvement

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Michelle Slyter	Principal	
Jennifer Breeding	Assistant Principal	1) Date the Plan was presented to SAC for review: December 3, 2015
Emily Hinkle	Instructional Coach	
Shelly Demetrelis	SAC Chairperson / parent	2) Signature of Principal: <i>Michelle Slyter</i>
Shaunna Walewski	SAC Member / parent	3) Signature of SAC Chairperson: <i>Shelly Breeding</i>
Julia Swonger	Teacher	
Rebecca Lentner	Teacher	4) Signatures of additional SAC members who reviewed the plan: <i>Hannah Hinkle</i>
Crystal Petic	Teacher	
Susan Yoon	Teacher	
Brett Wiltz	Teacher	
Laurel Dunn	Teacher	

# School Accountability Committee UIP Signature Page

School Falcon Elementary

Accreditation Rating Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Melinda Keck	Principal	1) Date the Plan was presented to SAC for review: <u>3-8-16</u>
Aimee Crespin	Assistant Principal	2) Signature of Principal: <u>Melinda Keck</u>
Amy Sutton	Parent	3) Signature of SAC Chairperson: <u>Melissa Ardolf</u>
Melissa Ardolf	PTA	4) Signatures of additional SAC members who reviewed the plan:
Nikki Lindquist	Parent	<u>Kristina</u>
Michelle Laby	Parent	<u>Melissa Lindquist</u>
Jan Frazier	DAE	<u>Amelia Smith</u>
Johnny Tamen	Peak Vista Teacher	<u>Justin Thomas</u>
Kirin Kinder		<u>Michelle Ray</u>
		<u>Aimee Crespin</u>

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **2902** School Name: **FALCON ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **READ Plan Data:** 17% of our K-3 students were on a READ plan during the 13-14 school year. We had 14% of students on a READ plan for the 2014-2015 school year. For the 2015-2016 school year, 10.4% of students are on READ plans for grades 1st-3rd.
- **Writing SPF:** According to our 3-year SPF, we received an approaching rating with 49.77% of our students scoring P/A. Our state percentile ranking is only 39th in the state. Our percentile rankings will not be available until Jan. 2016.
- **SPF - Minority Students:** According to our 3- Year SPF, minority students did not make adequate growth in writing. We do not have SPF data, disaggregated PARCC scores or percentile rankings at this time.
- **SPF - Students with Disabilities:** According to our 3- Year SPF, students with Disabilities did not make adequate growth in reading and writing. We do not have SPF data, disaggregated PARCC scores or percentile rankings at this time.
- **Academic Performance:** Falcon Elementary is currently performing below expectations on PARCC.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **READ Plan Data:** There is a lack of a consistent approach to how teachers at FESoT teach reading.
- **Writing SPF:** There is a lack of a clearly defined scope and sequence of essential writing skills and inconsistent expectations within and across grade levels.
- **SPF- Minority Students:** In-class interventions and focused small group interventions were insufficient in meeting specific skills students were lacking and were not consistently provided.
- **SPF - Students with Disabilities:** Current interventions have not been sufficient in closing the gap in reading and writing for students needing to catch up due to not using a comprehensive program focused on specific areas of need.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Focus on primary literacy instruction:** Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade.
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School Code: **2902**

School Name: **FALCON ELEMENTARY SCHOOL**

- **Focus on primary reading instruction:** Provide an intentional focus on primary reading instruction to achieve a goal of 100% reading proficiency by 3rd grade
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- **Focus on primary reading instruction:** Provide an intentional focus on primary reading instruction to achieve a goal of 100% reading proficiency by 3rd grade.
- **Interventions:** Develop and implement effective, timely intervention strategies for reading and writing
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- **Interventions:** Develop and implement effective, timely intervention strategies for students in reading and writing.
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Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Malinda Keck, Principal
Email	mkeck@d49.org
Phone	(719) 495-5272
Mailing Address	12050 Falcon Hwy Peyton, CO 80831

Name, Title	Aimee Crespín, Assistant Principal
Email	acrespín@d49.org
Phone	(719) 495-5272
Mailing Address	12050 Falcon Hwy Peyton, CO 80831

## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	NO
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	NO

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

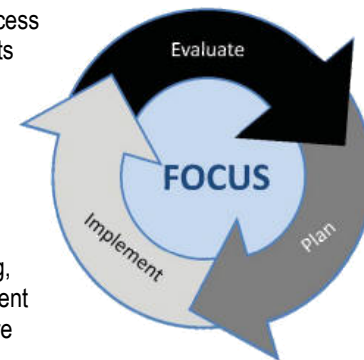
NO

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### **Description: Description:**

Falcon Elementary School of Technology is a Title 1 school located in Falcon, Colorado. We have been open since 1981 and currently have an enrollment of 304 students with approximately 45% eligible for free/reduced lunch. We have two teachers in each grade level for grades K-5 and we also have a full time reading interventionist, math/writing tutor, and half time instructional coach. Our special education programs include Affective Needs for students who are on an IEP for emotional and behavioral concerns. Two other Special Education programs include an SLD program for students with learning disabilities and an SSN program for students with significant support needs due to intellectual disabilities. We have 53 students currently on an IEP for SSN, SLD, SED, and Speech. We also offer perspective classes in Technology, PE, Music and Art for all students. As a school of Technology, we have 1:1 iPads for students in grades 1-5 and 1:3 iPads for students in Kindergarten. Technology is utilized in all classrooms via iPads, Smartboards, Apple TV/55" TV's, and document cameras.

##### **Team Involvement:**

Our grade level and specialized teams analyzed data to determine root causes and to develop action steps. The team includes classroom teachers from all grade levels, special education teachers, specials teachers, an interventionist, parents, and administration. In our analysis, we considered the performance summary provided in the School Performance Framework report, TCAP, Scantron, CMAS/PARCC, DIBELS Next (mClass), Beacon, and Burst Progress Monitoring Data. In addition to analyzing this data, our classroom teachers also analyzed data for Reading, Writing, and Math during weekly PLC meetings. As a team, we found that the trends were consistent across all measures. Other data that helped us identify root causes included common formative assessments and our teaching practices. Based on the analysis, we determined priority needs and root causes. Each grade level team reviewed the plan and feedback was incorporated into the final plan. Student attendance was also reviewed. The average daily attendance at Falcon Elementary in 2012-2013 it was 95%, in 2013-2014 it was 95.63% and in 2014-2015 it was 95.79%. According to the 1 year SPF for 2014, below are the areas that are school received a "did not meet" or "approaching" rating:

##### **Academic Achievement:**

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

Reading/Writing----- Approaching

**Academic Growth:**

Math-----Approaching

**Academic Growth Gaps:**

Reading-----Approaching

Minority Students/Students needing to catch up-----Approaching

Math-----Approaching

Minority Students-----Approaching

Writing-----Approaching

Minority Students-----Does not meet

**Trends and Priority Needs:**

We exceeded State averages in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade in Writing and Math and in 5<sup>th</sup> grade Reading; however we did not meet state or district averages in Reading for 3<sup>rd</sup> and 4<sup>th</sup> grade. Writing was slightly below the state average in 3<sup>rd</sup> and 4<sup>th</sup> grade and slightly above in 5<sup>th</sup> grade. The chart below depicts the percentages of students who have scored partially proficient on TCAP. This data shows slight changes in the percentages of students scoring partially proficient over three years which indicates that we continue to have difficulty moving students from partially proficient-to-proficient in all core subjects, especially in writing.

Percent of Students Scoring Partially Proficient on TCAP			
Year	Reading	Math	Writing
2011-12	17%	20%	39%
2012-13	18%	17%	44%
2013-14	20%	20%	37%

**Reading**

**Academic Achievement in Reading**

The student population for subgroups is too small to identify in Students with Disabilities and English Learners. TCAP scores in reading indicate that reading has had a steady decrease in the last three years: (2012-76.5%; 2013-71.3%; 2014-69.1%). Due to the decline and a rating of "approaching" on the SPF, we have identified this area as a priority performance challenge.

We had a higher percentage of girls score P/A than boys in 4<sup>th</sup> and 5<sup>th</sup> grade but the opposite was true for 3<sup>rd</sup> grade. Over the past year, we experienced a significant decrease in students scoring proficient and advanced in 3<sup>rd</sup> grade (79%-60%), a slight decrease in 4<sup>th</sup> grade (68%-62%) and a significant increase in 5<sup>th</sup> grade (67%-82%). 72% of our Fifth grade students scored proficient and advanced in vocabulary and 60% of our Third and Fourth graders scored proficient and advanced in vocabulary.

For the 2015-2016 school year, students in grades 2-5 were assessed on grade level standards using Beacon. Our data is ambiguous because Beacon tests student mastery of end of year standards at the beginning of the year. Not surprisingly, our students have growth to make to be proficient by the end of year on grade level standards.

According to the BOY Beacon data, on average 91% of our 2nd-5th graders are not yet proficient.

Our 3rd-5th grade students were assessed on PARCC ELA for the first time in the spring of 2015. This baseline data reflects students mastery of the Colorado Academic Standards which are now being fully implemented in classrooms. We are collaborating closely with our Zone and District CIA leaders on how to interpret this data and our next instructional steps.

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

### Academic Growth in Reading

As a whole, our students meet the state median growth percentile in reading, with median percentiles of 46 in 2012, 50 in 2013 and 46 in 2014.

#### **Academic Growth Gaps in Reading**

According to the 1 year SPF, growth gaps in Reading fell from Meets to Approaching for minority students. Median Growth Percentile was 53 for minority students in reading and is now 35; however, adequate growth was met. According to the 2014 SPF, our subgroup for students with disabilities is less than 20, but those who are identified perform below proficient in reading and are not making adequate growth. Median growth percentile for students with disabilities over the past three years is 38, which does not meet state expectations. Students needing to catch up have low growth in reading and writing. Median growth percentile for students needing to catch up over the past three years is 51, which is also approaching state expectations. Interim assessments and frequent progress monitoring indicate that our students with disabilities make significant growth during the school year, but because they are significantly below grade level, the growth is not sufficient to close the achievement gap which is why we have identified this as area as a priority performance challenge.

#### **Root Cause and Verification**

**There is a lack of a consistent approach to how teachers at FESoT teach reading.**

Diagnostic assessments given to struggling readers have consistently identified gaps in the areas of phonemic awareness and phonics skills. We have found that 26% of our incoming kindergarten students lacked necessary literacy skills.

As we reflect on our instructional practices, we agree that we lack a consistent approach of making a bridge between learning to read and reading to learn. In past years, we believe the lack of a clearly defined scope and sequence and focused instruction have contributed to the lack of adequate growth in reading achievement. The new common core standards will address this with the higher rigor expectations and mastery across grade levels. Upon reflection and discussion, we identified that teachers moving to new grade levels over the years and the addition of new staff members has contributed to not all teachers having a strong background in balanced literacy for the grade level they are teaching. We also identified that our reading program (Treasures) was not meeting the common core expectations and did not meet what PARCC were assessing.

#### **Current interventions have not been sufficient in closing the gap in reading, writing, and math for our students needing to catch up.**

Interim assessments (DIBELS Next) and frequent progress monitoring indicate that our students with disabilities as well as students on READ plans are making significant growth during the school year, but it is not enough growth to close the achievement gap. Intervention support did not always include a comprehensive program. The staff also identified that intervention support was available for reading but lacking for math and writing. Intervention blocks provide for scheduled interventions but we are understaffed in specialized departments to provide additional pullout/push in support.

#### **Math:**

##### **Academic Achievement in Math:**

TCAP scores were above the state average in 3<sup>rd</sup> and 5<sup>th</sup> grade and slightly below in 4<sup>th</sup> grade. Math achievement has increased over the last year with a slight decrease from 2012-2013 (2012-76%; 2013-75.3%; 2014-74%). We continue to see an increase in the number of students scoring advanced (29.1% in 2012; 29.3% in 2013; 33% in 2014). For the 2015-2016 school year, students were assessed on grade level standards in Math using Beacon. According to the BOY Beacon data, on average 98% of our students were not yet proficient.

Our 3rd-5th grade students were assessed on PARCC Math for the first time in the Spring of 2015. This baseline data reflects student mastery of the Colorado Academic Standards which are now being fully implemented in the classroom. We are collaborating closely with our Zone and District CIA leaders on how to interpret this data and instructional next

steps.

#### **Academic Growth in Math:**

Our average median growth percentile over the past 3 years is 50, which meets state expected performance.

#### **Academic Growth Gaps in Math:**

Our subgroups of Students with Disabilities, English Learners, or Students Needing to Catch up is too small to identify; however, we are approaching state expectations for Minority students according to the 1-year SPF.

#### **Writing:**

##### **Academic Achievement in Writing:**

Writing continues to be an area of concern, with only about 52.6% of our students demonstrating proficiency on TCAP the past three years (2012-53.4%; 2013-47.6%; 2014-53%). Academic achievement in writing has remained stagnant with slight gains from 2013 to 2014. Performance in the areas of paragraph writing and grammar and usage were lower than other areas. Based on this information, we prioritized this as a priority performance challenge to increase student achievement in writing.

##### **Academic Growth in Writing:**

Our average median growth percentile according to the 1-year SPF was 51, which meets state expectations.

##### **Academic Growth Gaps in Writing:**

Identified sub groups according to the 1-year SPF, indicates that we are approaching state expectations overall; however, minority students did not meet state expectations and Students Needing to Catch up did meet. Based on this information, we identified Writing as a priority performance challenge to increase student achievement in writing.

#### **Root Cause and Verification:**

**There is a lack of a clearly defined scope and sequence of essential writing skills and inconsistent expectations within and across grade levels.**

We have lacked a consistent approach to writing instruction in our school over the past 3 years. Lack of vertical alignment and interdisciplinary writing across curriculum, use of different terminology, and inconsistent expectations at the various grade levels has resulted in inadequate writing performance. With the implementation of Every Child a Writer program 3 years ago, we believed that we were addressing this issue; however, we did not see an increase of student achievement in writing. We have also identified that the scope and sequence of ECAW does not align to the common core and lacks style and expression. Based on our data and concerns of student achievement in writing, we piloted "CraftPlus" in two 4<sup>th</sup> grade classrooms this year using our Title 1 funds. This program aligns with the common core and fills the gaps that we saw in the ECAW program, therefore; we have moved to using CraftPlus in all grade levels for the 2014-2015 school year. Professional development has been implemented to support us in this area and will be included as an action step and is also an area of need.

#### **Title 1 Plan:**

Our Title 1 plan and our UIP are unified in identifying and recognizing the needs for increasing student achievement in our building. Once we identified the area of need through our root cause, plans were put into place through our Title 1 funds. Implementations that have been put in place include the instructional support of a Title 1 Interventionist. She will support students in reading during small and individual groups that have been identified through the RtI process using BURST, Reading Mastery, F & P Leveled Intervention Library, Susan Barton, and Sonday. Staff also identified that we do not provide specific intervention support in writing & math; therefore, we have hired an interventionist to provide writing

and math intervention support to all grade levels. This will involve small group or one-on-one support based on need. After school tutoring is provided through Title 1, which provides support for Reading and Math. Three tutors meet with their students for 1 hour 2 days a week. Students are recommended by their teachers for after school tutoring based on formal/informal assessments as well as benchmark testing. The additional tutoring support given to students in math support students with our new math program, Engage NY, which is aligned to the common core standards. Reading tutoring utilizes the F & P Intervention Library as well as Susan Barton and Soday. In-house PD is provided for teachers using a peer-coaching model. Teachers can observe one another in order to gain instructional strategies and a debrief time will allow for staff to collaborate and incorporate a timeline to implement their new learnings.

As a school of technology, we have utilized our Title 1 Funds to support us with online educational programs such as BrainPOP, Discovery Education, Time for Kids, Mountain Math, Mountain Language and FASTMath. These online tools provide digital resources to our students in reading, math, science, and social studies. We provide our students with Summer Bridge learning Program books over the summer to practice and increase their learning. A total of 46 books were returned at the beginning of the 15-16 school year for grades 1-5. We also have purchased an online subscription to Time for Kids to enhance students learning. Nonfiction passages are supported by the Common Core and are a necessary source for our new standards. We provide a stipend through Title 1 for a teacher to update our website with reading and writing resources to our parents.

Our Family Involvement nights support our students and families with an academic focus (Reading, Writing, or Math). We will be holding a family book club this year "One Book-One School" in which each family will receive a book and a follow up movie night will be held that will provide our families with strategies they can use at home to support their child in reading.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

#### Prior Year Target: Reading:

In all grade levels, students will make a minimum of "above average" growth for end of year DIBELS composite as calculated by the Amplify Growth Planning Tool, thereby decreasing the number of students on READ plans. The percentages below indicate the Beginning of Year (BOY) Benchmark data: K=65%; 1st=64%, 2nd=71%, 3rd=76%, 4th=64%, 5th=77%

#### Performance on Target: Reading:

Kinder = Well above (91%); 1st = Below Average (67%); 2nd = Above (78%); 3rd = Average (79%); 4th = Above Average (77%); 5th = Well Below (74%)

#### Prior Year Target: Writing:

N/A

#### Performance on Target: Writing:

N/A

### Academic Growth Gaps

**Prior Year Target:** Reading:

Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 5% from 48th percentile to 53rd percentile.

**Performance on Target:** Reading:

We met this goal and according to the Achievement Percentile Rank Report, we increased our percentile ranking to the 56th percentile on PARCC ELA.

**Prior Year Target:** Writing: Our goal is to increase our school percentile ranking in writing as measured by CMAS/PARCC by 7% from 39th percentile to 46th percentile.

**Performance on Target:** Writing: We met this goal and according to the Achievement Percentile Rank Report, we increased our percentile ranking to the 56th percentile on PARCC ELA.

### Academic Achievement Reflection

**Reading:** Diagnostic assessments given to struggling readers have consistently identified gaps in the areas of phonemic awareness and phonics skills. We lacked a master schedule that would allow for a specific intervention block for in-class interventions. Focused small group interventions were insufficient and not consistently provided. In past years, we believe the lack of a clearly defined scope and sequence and focused instruction have contributed to the lack of adequate growth in reading achievement. The new common core standards will address this with the higher rigor expectations and mastery across grade levels.

In last years target, we stated that in all grade levels, students will make a minimum of "above average" growth for end of year DIBELS composite as calculated by the Amplify Growth Planning tool, thereby decreasing the number of students on READ Plans. Four out of our six grade levels (K, 2nd, 3rd, and 4th) met that goal.

Some of the students we assessed at the beginning of the year were no longer enrolled at FESoT at the end of the year. Even though we are still learning how to interpret PARCC scores, we see that our 5th grade DIBELS growth data seems to align with 2015 PARCC results for 5th grade. Upon observations of 4th and 5th grade students taking numerous district and state assessments, staff noticed lack of effort from some students last Spring as a result of this intense assessment load. Through our data analysis, we have noticed test administration inconsistencies on DIBELS subtests and professional development was given in this area.

**Writing:** With writing continuing to be an area of focus, an emphasis was placed on creating a strong writing foundation. Although, we met our target, writing remains an area of concern and we are determined to work toward our students growing in this area. Professional development has been implemented to support us in this area.

### Academic Growth Gaps Reflection

Reading: We met this goal and according to the Achievement Percentile Rank Report, we increased our percentile ranking to the 56th percentile on PARCC ELA.

Writing: We met this goal and according to the Achievement Percentile Rank Report, we increased our percentile ranking to the 56th percentile on PARCC ELA.

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### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

Our PARCC ELA/Math data for the 2014-2015 school year demonstrated that overall we were higher than district and state performance levels. In all but two categories, we met or exceeded district and state performance level results.

#### 2015-16 Falcon Elementary School of Technology Math PARCC Results

	Did not meet	Partially met	Approached	Met	Exceeded	% of students at met or exceeded
<b>3<sup>rd</sup> Math</b>	15%	6%	25%	48%	6%	<b>54%</b>
<b>4<sup>th</sup> Math</b>	13%	19%	24%	43%	2%	<b>45%</b>
<b>5<sup>th</sup> Math</b>	4%	20%	33%	35%	9%	<b>44%</b>

#### 2015-16 Falcon Elementary School of Technology ELA PARCC Results

	Did not meet	Partially met	Approached	Met	Exceeded	% of students at met or exceeded
<b>3<sup>rd</sup> ELA</b>	21%	8%	19%	48%	4%	<b>52%</b>
<b>4<sup>th</sup> ELA</b>	9%	19%	26%	44%	2%	<b>46%</b>
<b>5<sup>th</sup> ELA</b>	9%	24%	30%	35%	2%	<b>37%</b>

#### Writing:

Lack of vertical alignment and interdisciplinary writing across curriculum, use of different terminology, and inconsistent expectations at the various grade levels has resulted in inadequate writing performance. We also have identified lack of intervention support in the area of writing for students struggling in this area.

### 4. 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.

#### Academic Achievement (Status)

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- Reading:
- TCAP scores in reading indicate that reading has had a steady decrease in the last three years: (2012-76.5%; 2013-71.3%; 2014-69.1%)
- We have experienced a steady decrease in students scoring proficient and advanced in 3rd and 4th grade over the past 3 years and a 15% increase in 5th grade over the last year.
- Math achievement has remained consistent over the last 3 years (2012-76%; 2013-75.3%; 2014-74%).
- We continue to see an increase in the number of students scoring advanced (29.1% in 2012; 29.3% in 2013; 33.3% in 2014).
- Our 5th grade cohort consistently scored above the district over the past 3 years
- 2012 - as 3rd graders - FESoT 87% District 80%; 2013 - as 4th graders - FESoT 88% District 80%; 2014 - as 5th graders - FESoT 76% District 70%
- Writing:
- Writing continues to be an area of concern, with only about 53% of our students demonstrating proficiency on TCAP the past three years
- (2012-53.4%; 2013-47.6%; 2014-53%).
- Females significantly outscored males in 3rd-5th grade over a 3-year period.
- Scores in grades 3-5 fell below the district for students scoring proficient and advanced.

### Academic Growth

- Over the last three years, students have achieved adequate growth in the areas of reading, math and writing. Academic growth achieved a rating of “meets” according to the 1-year and the 3-year SPF.

### Academic Growth Gaps

- Students with disabilities have not made adequate growth in the areas of Reading and Writing:
- Reading: Median Growth Percentile: 38  
Median Adequate Growth: 63
- Writing: Median Growth Percentile: 53  
Median Adequate Growth: 78

### Priority Performance Challenges and Root Cause Analysis

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 school's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

Priority Performance Challenge	Root Cause
<p>READ Plan Data: 17% of our K-3 students were on a READ plan during the 13-14 school year. We had 14% of students on a READ plan for the 2014-2015 school year. For the 2015-2016 school year, 10.4% of students are on READ plans for grades 1st-3rd.</p>	<p>→ READ Plan Data: There is a lack of a consistent approach to how teachers at FESoT teach reading.</p>
<p>Writing SPF: According to our 3-year SPF, we received an approaching rating with 49.77% of our students scoring P/A. Our state percentile ranking is only 39th in the state. Our percentile rankings will not be available until Jan. 2016.</p>	<p>→ Writing SPF: There is a lack of a clearly defined scope and sequence of essential writing skills and inconsistent expectations within and across grade levels.</p>
<p>SPF - Minority Students: According to our 3- Year SPF, minority students did not make adequate growth in writing. We do not have SPF data, disaggregated PARCC scores or percentile rankings at this time.</p>	<p>→ SPF- Minority Students: In-class interventions and focused small group interventions were insufficient in meeting specific skills students were lacking and were not consistently provided.</p>
<p>SPF - Students with Disabilities: According to our 3- Year SPF, students with Disabilities did not make adequate growth in reading and writing. We do not have SPF data, disaggregated PARCC scores or percentile rankings at this time.</p>	<p>→ SPF - Students with Disabilities: Current interventions have not been sufficient in closing the gap in reading and writing for students needing to catch up due to not using a comprehensive program focused on specific areas of need.</p>
<p>Academic Performance: Falcon Elementary is currently performing below expectations on PARCC.</p>	<p>→</p>

**Reflection on Priority Performance Challenges**

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**READ Plan:**

There is a lack of a consistent approach to how teachers at FESoT teach reading.

**Writing SPF:**

There is a lack of a clearly defined scope and sequence of essential writing skills and inconsistent expectations within and across grade levels.

**SPF Minority Students:**

In-class interventions and focused small group interventions were insufficient in meeting specific skills students were lacking and were not consistently provided.

**SPF - Students with Disabilities:**

Current interventions have not been sufficient in closing the gap in reading and writing for students needing to catch up due to not using a comprehensive program focused on specific areas of need.

**Reflection on Root Cause**

Our grade level and specialized teams analyzed data to determine root causes and to develop action steps. The team includes classroom teachers from all grade levels, special education teachers, specials teachers, an interventionist, parents, and administration. In our analysis, we considered the performance summary provided in the School Performance Framework report, TCAP, Scantron, CMAS, DIBELS Next (mClass), and Burst Progress Monitoring Data. In addition to analyzing this data, our classroom teachers also analyzed data for Reading, Writing, and Math during weekly PLC meetings. As a team, we found that the trends were consistent across all measures. Other data that helped us identify root causes included common formative assessments and our teaching practices. Based on the analysis, we determined priority needs and root causes. Each grade level team reviewed the plan and feedback was incorporated into the final plan. Student attendance was also reviewed

## 1. Summary/Conclusion

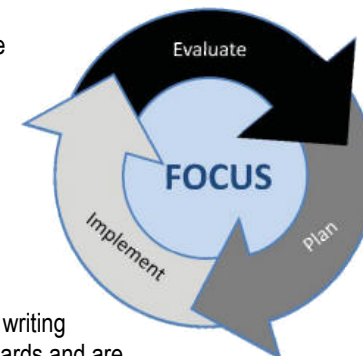
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## Section IV: Action Plan(s)

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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		READ Plan Data
Annual Performance Targets	2015-2016	In all grade levels, students will make a minimum of “above average” growth for end of year DIBELS composite as calculated by the Amplify Growth Planning Tool thereby decreasing the number of students on READ plans. The percentages below indicate the End of Year (EOY) Benchmark data (goal range for above average growth):  K=73%; 1=75%; 2=79%; 3=80%; 4=71%; 5=82%
	2016-2017	In all grade levels, students will make a minimum of “above average” growth for end of year DIBELS composite as calculated by the Amplify Growth Planning Tool thereby decreasing the number of students on READ plans. The percentages below indicate the End of Year (EOY) Benchmark data (goal range for above average growth):  K=74%; 1=63%; 2=86%; 3=71%; 4=82%; 5=70%
Interim Measures		DIBELS BOY/MOY/EOY; BURST Diagnostic BOY/MOY/EOY; BEACON Sept./Dec./Feb/March; BEACON Quick Checks as formative assessment; DIBELS Progress Monitoring every 10 days; Percentage of students on a READ Plan BOY/MOY/EOY

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Subject		R
Priority Performance Challenge		Academic Performance
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score in reading by 7% as measured by CMAS/PARCC from 742 to 794.
	2016-2017	Our goal is to increase our mean scale score in reading by 7% as measured by CMAS/PARCC from 794 to 849.
Interim Measures		DIBELS BOY/MOY/EOY; BURST Diagnostic BOY/MOY/EOY; BEACON BOY/EOY; DIBELS Progress Monitoring every 10 days; Percentage of students on a READ Plan BOY/MOY/EOY; AIMSWeb Probes - every 2 weeks.

### Academic Growth Gaps

Subject		W
Priority Performance Challenge		SPF - Minority Students
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score in writing by 7% as measured by CMAS/PARCC from 742 to 794.
	2016-2017	Our goal is to increase our mean scale score in writing by 7% as measured by CMAS/PARCC from 742 to 794.
Interim Measures		Assess each genre utilizing the CraftPlus Rubric, Weekly CraftPlus writing assignments, BEACON BOY/EOY; teacher and writing tutor observation along with timely feedback

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Focus on primary literacy instruction

Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade.

**Root Cause(s) Addressed:**

READ Plan Data

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Aug. 2015 - May. 2016

**Common formative assessments**

**Description:**

Develop and utilize common formative assessments. This will occur weekly at PLC meetings.

**Implementation Benchmarks:**

Develop and use common formative assessment in PLC meetings weekly in all content areas. Utilize the results of the assessments to determine the areas of strength as well as areas of needed growth. This analysis of data will identify students that need enrichment, interventions and also support teacher improvement and growth.

**Resources:**

Standards; Scope and Sequence

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**Key Personnel:**

Principal; Assistant Principal; Instructional Coach; Classroom Teachers; SpED Teachers

**Status:**

In Progress

**Major Improvement Strategy:** Focus on primary reading instruction  
Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade

**Root Cause(s) Addressed:**  
READ Plan Data

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

### Action Steps

Aug. 2015 - May. 2016

#### StarFall Kindergarten curriculum

##### Description:

Implement Starfall Kindergarten curriculum daily for year 2 in both Kindergarten classrooms to increase rigor and build a strong foundation in early literacy grades.

##### Implementation Benchmarks:

Implementation of Starfall Kindergarten curriculum in year 2 will continue with fidelity in both classrooms. Student data will be monitored to ensure student achievement is occurring in addition to teacher observation and evaluations. Implementation will occur daily.

##### Resources:

Starfall Kindergarten Reading curriculum

##### Key Personnel:

Kindergarten teachers; Title 1 Interventionist

##### Status:

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	In Progress
Aug. 2015 - May. 2016	<p><b>Reading Committee</b></p> <p><b>Description:</b> Created a reading committee to support in the implementation of a school wide reading initiative focused on increasing student achievement in reading. Initiative includes free books given to students in grade 3rd and 4th with child choosing a favorite book to read to administration; WatchDOGS reading to our students; Storytime at lunch with Admin and Counselors reading to students in grades K-3; Daily DEAR time; Reading/Blogging Buddies school wide; FES school wide book club for families to include a family movie night to watch the movie associated with the book; Invite community to read to our students; Schoolwide Read and Feed</p> <p><b>Implementation Benchmarks:</b> Begin with monthly reading committee meetings to determine effectiveness of initiative and move to quarterly meetings; use DIBELS progress monitoring data to determine student growth in reading.</p> <p><b>Resources:</b> Title 1: Books for family book club; Books school wide - 1 for each family and each staff member = \$1942.88 (approximate - exact amount to be determined when ordered in Jan. 2016)</p> <p><b>Key Personnel:</b> Classroom teachers; SpED teachers; Title 1 Interventionist; Specials teachers; Principal; Assistant Principal; ELL teacher</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Reading and Writing Instruction</b></p> <p><b>Description:</b> Provide and share effective strategies of reading/writing instruction with teams and other grade levels through PLC's; staff meetings; and vertical alignments. This will occur weekly.</p>

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	<p><b>Implementation Benchmarks:</b> Staff development and staff meetings focused on sharing writing strategies; vertical alignment conversations</p> <p><b>Resources:</b> Mosaic of Thought/Balanced Literacy strategies; Colorado Academic Standards; CraftPlus strategies; Writing Continuum</p> <p><b>Key Personnel:</b> Classroom teachers; Instructional Coach</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Reading Pilot Grade 1-5</b></p> <p><b>Description:</b> Implement reading pilot in grade 1-5. First and Second grade will be piloting Wonders (McGraw Hill) and 3-5 will be piloting Benchmark Literacy.</p> <p><b>Implementation Benchmarks:</b> Utilize DIBELS data to determine effectiveness of each program; share progress once every two weeks during staff meetings; provide PD through both programs to ensure fidelity of implementation. Implementation will occur daily.</p> <p><b>Resources:</b> Wonders; Benchmark Literacy;</p> <p><b>Key Personnel:</b> Principal; Assistant Principal; Instructional Coach; Grades 1-5 classroom teachers</p> <p><b>Status:</b> In Progress</p>

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Aug. 2015 - May. 2016

### Discovery Education

#### Description:

Implement Discovery Education, which is an online educational resource, aligned to the common core to support 21st century skills. As a school of technology, this enables our students to have access to a digital library to support students in Language Arts, Science, Social Studies and Health. Program will be monitored through data reports.

#### Implementation Benchmarks:

Discovery Education used in classroom daily to support ELA, Science, SS and Health. Utilize common formative assessments.

#### Resources:

Title 1:

K-8 Site License: \$3595

#### Key Personnel:

K-5 teachers

#### Status:

In Progress

Aug. 2015 - May. 2016

### Mountain Math and Mountain Language

#### Description:

Implement Mountain Math and Mountain Language online program schoolwide (K-5). These programs are aligned to the common core and engage students in daily practice with math and language skills. This will occur daily.

#### Implementation Benchmarks:

Implement Mountain Math and Mountain Language daily. Common formative assessments and exit tickets will be used to determine effectiveness.

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	<p><b>Resources:</b></p> <p>Title 1:</p> <p>Mountain Math: \$45 per teacher X 12 teachers = \$540</p> <p>Mountain Language: \$45 per teachers X 12 teachers = \$540</p> <p>Grand Total: \$1080.00</p> <p><b>Key Personnel:</b></p> <p>K-5 grade teachers</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>BrainPOP</b></p> <p><b>Description:</b></p> <p>Implement BrainPOP, which is an online educational resource aligned to the common core, which creates animated, curricular content that engages students for reading and math. Purchase site licenses of BrainPOP support student gaps in learning. Program will be monitored through data reports. Implementation of program will occur daily.</p> <p><b>Implementation Benchmarks:</b></p> <p>Common formative assessments and quick checks</p> <p><b>Resources:</b></p> <p>Title 1:</p> <p>Site License = \$2095.00</p> <p><b>Key Personnel:</b></p> <p>K-5 grade teachers</p> <p><b>Status:</b></p>

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	In Progress
Aug. 2015 - May. 2016	<p><b>Time for Kids</b></p> <p><b>Description:</b> Use Time for Kids to enhance student learning. Nonfiction passages are supported by the common core and are a necessary source for our new standards. Time for Kids will provide current topics for students to become engaged in and will allow them to utilize reading skills and strategies to access the text.</p> <p><b>Implementation Benchmarks:</b> Common Formative Assessments and quick checks</p> <p><b>Resources:</b> Title 1: Time for Kids Plus includes print and digital (K-5) for 306 students Grand total: \$1507.86</p> <p><b>Key Personnel:</b> K-5 grade teachers</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Interventions

Develop and implement effective, timely intervention strategies for reading and writing

**Root Cause(s) Addressed:**

SPF - Students with Disabilities

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Interventions**

**Description:**

Provide training on effective interventions and progress monitoring: • PLC • Co-teaching strategies • Best practices for writing instruction • iPad and Technology Training/Schoology Support/ScootPad Training • READ Plans • Classroom Instruction that Works strategies

**Implementation Benchmarks:**

Developing leadership capacity within our staff for them to provide ongoing training to all staff during PLC; staff meetings; and staff development days. PD will occur for 3 PD days throughout the year. Staff supporting staff trainings will occur 2X per month at Staff Meetings.

**Resources:**

Zone; Building level teachers

**Key Personnel:**

McRel; Classroom teachers; iCoach; Instructional coach; Principal; Assistant Principal; Title 1 Interventionist;

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	<p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Hawk Time/Sunday</b></p> <p><b>Description:</b> Teachers will teach BURST during HAWK time, which is a block of time built into the daily schedule to support interventions within the classroom and pull-outs. Our SPED teacher will provide a comprehensive program: Sunday based on students needs. This will occur daily.</p> <p><b>Implementation Benchmarks:</b> Teachers' lesson plans and daily schedules reflect scheduled intervention times and co-teaching times</p> <p><b>Resources:</b> Sunday; BURST</p> <p><b>Key Personnel:</b> Classroom teachers; SpEd teachers; Title 1 Interventionist</p> <p><b>Status:</b> In Progress</p>
Apr. 2016 - May. 2016	<p><b>Kindergarten Screening</b></p> <p><b>Description:</b> Provide kindergarten screening for students entering kindergarten in Fall of 2016. Share this result of screening with parents and provide them with materials to practice over the summer in order to support their child for the upcoming school year.</p> <p><b>Implementation Benchmarks:</b> Use beginning of year assessment to help with grouping/placement</p>

	<p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> Kindergarten teachers; Kindergarten parents; Principal; Assistant Principal</p> <p><b>Status:</b> Not Started</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>Tutoring</b></p> <p><b>Description:</b> Provide after school math and reading tutoring for students' grades 3-5 two days a week for one hour each day. Certified teachers will work on specific identified skills and concepts to help close the learning gaps in reading and math</p> <p><b>Implementation Benchmarks:</b> Student attendance tracked and progress will be monitored Oct.-May; Engage NY for Math; Susan Barton, Sondag, and F &amp; P intervention Library will be used to track progress.</p> <p><b>Resources:</b> Title 1: \$20 per hour 2X a week for 3 people = \$3840 Benefits: \$730 Total \$4570</p> <p><b>Key Personnel:</b> Staff members as tutors</p> <p><b>Status:</b></p>

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	In Progress
Aug. 2015 - May. 2016	<p><b>Rtl</b></p> <p><b>Description:</b> Discuss Rtl students and effectiveness of intervention strategies at focused PLC meetings once every three weeks (Hawk Kid Talk) for each grade level. Use Rtl process to identify students needing Tier 2 and Tier 3 interventions. Discuss GT and Advanced students and specific enrichment support.</p> <p><b>Implementation Benchmarks:</b> Share data, intervention strategies, and next steps.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> Principal; Assistant Principal; Classroom Teachers; SpED teachers; Title 1 Interventionist</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Healthy School Wellness Policy</b></p> <p><b>Description:</b> Implement Healthy School Wellness policy to include various initiatives such as walking club, Frisbee Golf, GoNoodle and Jammin' Minutes. These activities and interventions will increase attendance and support academic achievement.</p> <p><b>Implementation Benchmarks:</b> Activities will be scheduled and announced to families through the website, flyers, and all-calls. Data will be collected in terms of attendance and participation. GoNoodle is used in the classroom daily.</p>

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	<p><b>Resources:</b> Kaiser Permanente Grant</p> <p><b>Key Personnel:</b> PE teacher; Specials and classroom teachers; Principal; Assistant Principal; Title 1 Interventionist</p> <p><b>Status:</b> In Progress</p>
<p>May. 2016 - Aug. 2016</p>	<p><b>Summer Bridge Learning Program Books</b></p> <p><b>Description:</b> Provide students with Summer Bridge Learning Program books over the summer to practice and increase their learning. Students review prior learning and begin learning material from the grade level they are entering.</p> <p><b>Implementation Benchmarks:</b> We will measure program success by the number of books returned by the beginning of the next school year.</p> <p><b>Resources:</b> Title 1: 310 books @ \$3200.00</p> <p><b>Key Personnel:</b> Classroom teachers</p> <p><b>Status:</b> Not Started</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Assessments</b></p> <p><b>Description:</b></p>

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	<p>Test students on benchmark assessments such as DAZE, DIBELS Next, Beacon, Burst Diagnostic, and F&amp;P when needed. For math, we use Beacon and Engage NY assessments in addition to AIMSWEB Mcomp. Quarterly writing samples and common rubrics will be used as a benchmark assessment in writing.</p> <p><b>Implementation Benchmarks:</b> New students will be assessed within their first week of attendance.</p> <p><b>Resources:</b> DIBELS Next; DAZE, BURST; BEACON</p> <p><b>Key Personnel:</b> Title 1 Interventionist; SpED teachers, Classroom teachers, Specials Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Interventionist Support</b></p> <p><b>Description:</b> Provide an interventionist to support to students for writing instruction. Students will get small group instruction or one on one support from our writing interventionist during a specified writing block as a push-in model daily.</p> <p><b>Implementation Benchmarks:</b> Implement instructional support in writing through a writing interventionist. She will work with small groups of student on individual needs. PARCC writing data and classroom rubrics will measure student progress.</p> <p><b>Resources:</b> Title 1: 5 1/2 hours a day @ \$20 an hour = \$18,810 Benefits: \$3762.00 Total: \$22,572.00</p>

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	<p><b>Key Personnel:</b> Title 1 Writing Interventionist</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Website Stipend</b></p> <p><b>Description:</b> Provide a stipend for a teacher to update our website with reading and writing resources to parents. Our school is moving to a “paperless” model and parents and students will use the website to stay connected to learning opportunities.</p> <p><b>Implementation Benchmarks:</b> A teacher will be paid a stipend to update the website with educational resources. She will update the website weekly after school hours. A parent survey will be used to gauge the effectiveness of website resources.</p> <p><b>Resources:</b> Title 1: Stipend: \$360 Benefits: \$72 Total \$432</p> <p><b>Key Personnel:</b> Title 1 Interventionist</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Reading Interventionist</b></p>

**Description:**

Our Title 1 Literacy/Interventionist Teacher implements reading intervention with Burst and F & P intervention library with schedule groups of students. Her support will occur daily.

**Implementation Benchmarks:**

Support students in small groups with reading interventions (BURST and F & P Intervention Library). Progress is monitored via DIBELS.

**Resources:**

Title 1:

Salary: \$34,000

Benefits: \$12,711

Total: \$46,711

Falcon Zone pays remaining portion of her salary.

**Key Personnel:**

Title 1 Interventionist

**Status:**

In Progress

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

# School Accountability Committee UIP Signature Page

School Falcon High School

Accreditation Rating \_\_\_\_\_

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
* Kevin A. Armstrong	Chair	1) Date the Plan was presented to SAC for review: <u>February 25, 2016</u>
Cassandra Berry	parent member	2) Signature of Principal: <u>Cheryl A. DeYoung</u>
Tim Kealy	parent member	3) Signature of SAC Chairperson: _____
Amy Kik	FHS staff	4) Signatures of additional SAC members who reviewed the plan: _____
Josh Flores	FHS staff	_____
Elizabeth Gierke	Parent Member	_____
Heather Diaz	Secretary	_____
Mike Reganitter	CO-Chair	_____
Cheryl DeYoung	Administrator	_____
		_____
		_____
		_____
		_____

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **2908** School Name: **FALCON HIGH SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading growth gaps:** Reading Growth Gaps:
  - Students with disabilities and students needing to catch up are experiencing growth gaps.
- **Math Achievement, Growth and Growth Gaps:** Math Achievement, Growth and Growth Gaps:
  - All students are experiencing lower than expected achievement, growth and growth gaps for all student subgroups, with the exception of students with disabilities.
- **Writing Growth Gaps:** Writing Growth Gaps:
  - All student subgroups are experiencing growth gaps.
- **Colorado ACT Scores:** Colorado ACT Scores are flat, hovering around the state expectation of 20.0
- **ICAP Completion:** All students must have a completed ICAP.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Reading Strategies for high school students:** Secondary teachers are not trained reading specialists.
  - Reading strategies are not typically taught to secondary students, but rather students are merely are offered opportunities and expected to read.
  - Reading Plus and Literacy classes are offered to our lowest readers, but no interventions for our other struggling readers.
- **Math Curriculum:** - Inconsistent application of an aligned and viable
  - Math curriculum at the 9th and 10th grade levels.
  - Little vertical articulation between the middle and high school.
  - Many students missing critical computation skills, such as fractions and use of order of operations
  - Insufficient opportunities for students to think critically and to communicate about math and how they solve problems through writing.

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- 
- - Students struggling in math are placed in RtI interventions, such Intermediate Math instead of, not in addition to, grade level curriculum.
- **Teacher PD in Writing:** - Additional teacher training needed in reading and writing processes and strategies across all content areas.
- 
- - Insufficient opportunities for students to analyze text and respond in writing to multi-part prompts.
- 
- - Insufficient opportunities and teacher modeling for students to respond to prompts at a depth of knowledge above 2.
- 
- - Insufficient use of differentiation strategies on a consistent basis to address the needs of all students (group work, choice boards, individualized instruction to fill gaps in understanding, etc.).
- 
- - Extensive use of guided notes and reduced writing expectations for students on IEPs.
- **Test Preparation:** No test preparation focus. Students need to practice time management and test taking strategies as well as content. Some evening and Saturday classes offered but very few students take advantage of this opportunity.
- **Time and personnel for ICAP completion:** Time and personnel shortages to be able to meet with each student and allow them to get online and work with an advisor to complete ICAP.

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Major Improvement Strategy #1: Aligned and Viable Math Curriculum:** Major Improvement Strategy #1: Implement with fidelity the aligned and viable 9th - 11th grade math curriculum (Algebra I, Geometry, and Algebra II).
- **ACT Preparation:** Major Improvement Strategy #2: Develop and deliver ACT preparation materials to improve knowledge and skills for all 11th graders prior to the 2016 ACT exam.
- **IEP goals:** Major Improvement Strategy #3: Develop and Implement consistent policies and procedures for creating Individualized Education Plans for special education students to include goals tied to grade level standards

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Cheryl Goodyear-DeGeorge, Principal
Email	cldegeorge@d49.org
Phone	(719) 495-5527
Mailing Address	10255 Lambert Road Peyton, CO 80831

Name, Title	Angela Prochnow, Assistant Principal
Email	aprochnow@d49.org
Phone	(719) 494-5520
Mailing Address	10255 Lambert Road Peyton, CO 80831

## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	N/A

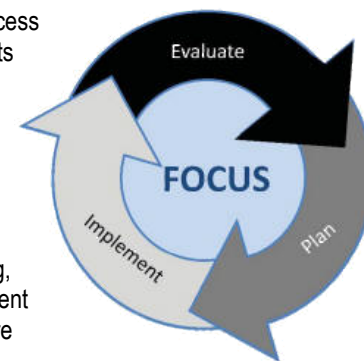
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External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A
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### Section III: Narrative 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** Falcon High School (FHS) is a suburban/rural school in Falcon School District 49. There are currently approximately 1252 students with the following demographic breakdown: Asian: 3%, Black: 8%, Hispanic: 13%, Native American: 1%, White: 75%, and Free and Reduced lunch: 16%. FHS, the oldest high school in District 49, was founded in 1900. During the 2007 school year, students and staff moved into a new, eco-friendly building. FHS hosts four career academies, Health Sciences, Finance, Information Technology, and Art. There is also an ACE program, which includes an internship in a school-based print shop, as well as a 220+ student Air Force JROTC program. FHS offers over 20 AP, PPCC and CU succeed classes and special education and resource programs that are inclusive by nature, while our mild to severe needs programs are primarily center-based.

Development of the Falcon High School UIP, begins before the first day with teachers. Professional Development prior to the start of the school year includes data analysis session of both TCAP and Scantron data with root cause analysis (define problem, collect/review data, identify possible causal factors, identify root cause(s), and recommend solutions. All staff are included in this work and the data/information provided to staff is also provided to the SAC. Discussions followed with the FHS Student council for their input also. This process was started the end of July, revisited in August, September, and finalized the beginning of November.

In an effort to move forward and address any areas of concern, student climate surveys, parent surveys and teacher surveys are to be completed in the Spring. Input is also being solicited from the community through parent meetings, the School Accountability committee and the PTSA organization at FHS. Increased parent and staff involvement in each of these committees/organizations continues to be a focus at FHS. Over the past two years Professional Learning Community Groups (PLC) and Building Leadership teams (including administrators and teachers) have worked together to identify the greatest areas of need and plans for improvements in student achievement. Additional focus has been placed on professional development around differentiation strategies for our gifted and special education populations, as well as universal literacy and math strategies to help all student groups.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth

**Prior Year Target:** Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in math by 5% raising it from 63% to 68%.

**Performance on Target:** This data is not available, however the School Percentile Rankings are now available with a ranking based on Mean Scale Scores from CMAS PARCC. Based on this new data our percentile ranking in math is trending down over the past three years.

### Academic Growth Gaps

**Prior Year Target:** Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in reading by 5 raising it from 60 to 65.

**Performance on Target:** This data is not available, however the School Percentile Rankings are now available with a ranking based on Mean Scale Scores from CMAS PARCC. Based on this new data our percentile ranking in reading is trending up over the past three years.

**Prior Year Target:** Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in writing by 5 raising it from 66 to 71.

**Performance on Target:** This data is not available, however the School Percentile Rankings are now available with a ranking based on Mean Scale Scores from CMAS PARCC. Based on this new data our percentile ranking in writing is trending up over the past three years.

**Prior Year Target:** Due to changes in state assessment, Academic Growth data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in math by 5 raising it from 63 to 68.

**Performance on Target:** This data is not available, however the School Percentile Rankings are now available with a ranking based on Mean Scale Scores from CMAS PARCC. Based on this new data our percentile ranking in math is trending down over the past three years.

### Postsecondary & Workforce Readiness

**Prior Year Target:** Our goal is to have completed ICAPs for at least 85% of students.

**Performance on Target:** Our overall completion rate for ICAP completion requirements was 89%, exceeding our target of 85%

### Academic Growth Gaps Reflection

Academic Growth Gap data is not available. Our trends in reading and writing have continued in an upward trajectory, while math has continued to decline.

### Postsecondary Workforce Readiness Reflection

The counselors at FHS worked to meet with each student at Falcon High School to ensure that they accessed and updated their ICAP plans. Most (89%), completed the requirements for their current year's requirements. This helped students prepare for concurrent enrollment and other class scheduling and planning for students.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

In the absence of new data for the 2014\_2015 school year the data from 2013\_2014 is referenced below.

- The FHS School Performance Framework (1 year) rates Falcon High School as a "Performance" school. FHS met all state expectations with the exception of Academic Growth Gaps. With percentage of points earned to meet state expectations at or above 60% FHS earned: 75.0% for Academic Achievement, 66.7% for Academic Growth, 86.7% for Postsecondary and Workforce Readiness, and met the 95% Test Participation expectation. FHS received and "Approaching" rating for Academic Growth Gaps at 50.0% of points earned. The disaggregated groups not meeting the state expectation for Academic Growth Gaps are listed below:
  - Reading – Students with disabilities (Does Not Meet) and Students needing to catch up (Approaching)
  - Mathematics – Minority students (Approaching) and Students needing to catch up (Approaching)
  - Writing – Minority students (Approaching), Students with disabilities (Does Not Meet), and Students needing to catch up (Approaching)

Improvements from previous year:

- Reading – Minority students moved up to Meets (2013\_2014) from Approaching (2012\_2013)
- Mathematics – Students with disabilities moved up to Meets (2013\_2014) from Approaching (2012\_2013)
- Writing – Students needing to catch up moved up to Approaching (2013\_2014) from Does not Meet (2012\_2013)

Decline from previous year:

- Writing – Students with disabilities moved down to Does Not Meet (2013\_2014) from Approaching (2012\_2013)

2014 TCAP Results for Academic Achievement:

- 9<sup>th</sup> Grade Reading 71% Proficient and Advanced (above the state and district averages)
- 10<sup>th</sup> Grade Reading 79% Proficient and Advanced (above the state and district averages)
- 9<sup>th</sup> Grade Writing 61% Proficient and Advanced (above the state and district averages)
- 10<sup>th</sup> Grade Writing 52% Proficient and Advanced (above the state and district averages)
- 9<sup>th</sup> Grade Math 39% Proficient and Advanced (above the district average and 1% below the state average)
- 10<sup>th</sup> Grade Math 34% Proficient and Advanced (above the state and district averages)

#### 2014 TCAP Results for Academic Growth and Growth Gaps:

Academic Growth Gaps present the greatest performance challenge for Falcon High School. Our greatest gaps exist with our students with disabilities in reading and writing. In both reading and writing our students with disabilities "Do Not Meet" the state performance expectations in all grade levels. We have seen great improvement in gaps for math (MGP 65/99) with our students with disabilities as we ensured that all students received grade level math instruction, with additional supports in math. Student with disabilities "Meet" the state performance expectations for math at all grade levels.

#### Disaggregated Achievement Data:

The Leadership team and other staff at Falcon have already begun working to analyze data and to identify leverage points to improve student achievement in Math and growth and growth gaps in all

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content areas. Student incentives are being put in place for students that perform well on Spring MAP tests as well as on CMAS and PARCC tests. Students that did not perform at a proficient level on the Fall MAP testing in Reading were evaluated by the RtI team and placed in interventions such as Reading Plus to address gaps in student skills/knowledge. Parents will be contacted by teachers to help include them as an integral part of their student's academic success. Students demonstrating substantial skill deficiencies on 2014 TCAP have been placed in intervention classes to help build background and skills in the area of Reading and Math. PLC teams, the instructional coach, and administration will work to establish writing and reading across the curriculum strategies to be used in all classes. Students struggling in math foundational concepts have been placed in an additional math class second semester to provided the instruction and interventions needed to build those foundational skills.

Data analysis of TCAP test results, student surveys, analysis of MAP test data as well as school common assessments, and class room walk-through data have all been used to help identify the root cause of our priority performance challenges. TCAP data analysis in all areas (math, reading, writing, and science) show lower achievement/growth with regard to standards that require students to read and write a variety of materials and to be able to analyze and problem solve using information gathered from written materials. TAP and walkthrough data shows that students are not consistently required to read and write at a depth of knowledge of 2 or above in all content areas. Many do not see the value of state or district tests and are often not actively engaged in an individual 5-10 year academic achievement and/or career plan.

### Post Secondary Workforce Readiness:

<i>Postsecondary and Workforce Readiness</i>	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	342/282/283/272	94.4/94.7/96.5/92.3%	80%
Disaggregated Graduation Rate	3	3	100%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	66/63/45/41	87.9/93.7/95.6/85.4%	80%
Minority Students	1	1		Exceeds	88/68/54/60	92/94.1/98.1/93.3%	80%
Students with Disabilities	1	1		Exceeds	37/20/24/28	75.7/70/91.7/85.7%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		Exceeds	1544	0.5%	3.6%
Colorado ACT Composite Score	2	4		Meets (2015)	275	20.5 (2015)	20.0
<b>Total</b>	13	15	86.7%	Meets			

### Priority and Performance Challenges:

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

Reading Growth Gaps:

Students with disabilities and students needing to catch up are experiencing growth gaps.

Math Growth and Growth Gaps:

All students are experiencing lower than expected growth and growth gaps for all student subgroups, with the exception of students with disabilities.

Writing Growth Gaps:

All student subgroups are experiencing growth gaps.

Test Participation Rates:

For the past 5 years Falcon High School's test participation rates have been between 98% and 100%. This past year our participation rates were in that range for the first round of PARCC testing. Round two however, with all of the media and statewide push to opt out, our participation rates dropped dramatically between 56% and 61% which put our overall participation rate at between 56% and 61%. This year we have been working with our School Accountability Committee, staff, and principal's council to stress the importance of testing. We sent a letter to our parents explaining the importance of testing and with the new block schedule we will be PARCC testing through our Language Arts, Math, and Science classes, rather than having a special testing schedule. April 19th will be a modified schedule for ACT and PSAT but all PARCC testing will be on the regular bell schedule.

#### 4. 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.

#### Academic Achievement (Status)

- Reading – 76.27% Proficient & Advanced on TCAP (the same as 2013) Received rating of Meets on the School Performance Framework.
- 2014 – 9th 72%, 10th 79% (P & A on TCAP)
- 2013 – 9th 75%, 10th 78% (P & A on TCAP)
- 2012 – 9th 81%, 10th 84% (P & A on TCAP)
- 2011 – 9th 79%, 10th 82% (P & A on CSAP)
- For the 9th grade the percent of students scoring P & A on the state assessment is at a 4 year low. (SPF 2014)
- Writing – 57.08% Proficient & Advanced on TCAP (no significant change from 2012) Received rating of Meets on the School Performance Framework.
- 2014 – 9th 61%, 10th 52% (P & A on TCAP)
- 2013 – 9th 63%, 10th 51% (P & A on TCAP)
- 2012 – 9th 61%, 10th 56% (P & A on TCAP)
- 2011 – 9th 65%, 10th 58% (P & A on CSAP)
- For the 9th and 10th grade, the percent of students scoring P & A on the state assessment has remained relatively flat with a slight downward trend over the past 4 years. (SPF 2014)

#### Academic Growth Gaps

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- Reading – Minority students received a Meets Rating on the School Performance Framework for 2014, and an Approaching Rating in 2013 and 2012.
- - Minority Students 2014 – 51 (Median Adequate Percentile is 19). Did make adequate growth
- - Minority Students 2013 – 39 (Median Adequate Percentile is 20). Did make adequate growth.
- - Minority Students 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth.
- 
- Students needing to catch up received an Approaching Rating for the 2014, 2013 and 2012 school years.
- - Students needing to catch up 2014 – 51 (Median Adequate Percentile is 72). Did not make adequate growth.
- - Students Needing to Catch Up 2013 – 43 (Median Adequate Percentile is 72). Did not make adequate growth.
- - Students Needing to catch up 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth.
- 
- Students with Disabilities received a Does Not Meet Rating for 2014 and an Approaching Rating for the 2013, 2012 and 2011 school years.
- - Students with Disabilities 2014 – 37 (Median Adequate Growth Percentile is 91). Did not make adequate growth.
- - Students with Disabilities 2013 – 42 (Median Adequate Percentile is 90). Did not make adequate growth.
- - Students with Disabilities 2012- 45 (Median Adequate Percentile is 92). Did not make adequate growth.
- 
- \*Overall FHS received an Approaching rating in this area.
- Math - Minority Students received an Approaching Rating for the 2014, 2013 and 2012 school years.
- - Minority Students 2014 – 42 (Median Adequate Percentile is 90). Did not make adequate growth.
- - Minority Students 2013 – 40 (Median Adequate Percentile is 90). Did not make adequate growth.
- - Minority Students 2012- 49 (Median Adequate Percentile is 95). Did not make adequate growth.
- Students with Disabilities received a Meets Rating for the 2014, and an Approaching Rating 2013, 2012 and 2011 school years.
- - Students with Disabilities 2014 – 65 (Median Adequate Percentile is 99). Did make adequate growth
- - Students with Disabilities 2013 – 46 (Median Adequate Percentile is 99). Did not make adequate growth.
- - Students with Disabilities 2012- 48 (Median Adequate Percentile is 99). Did not make adequate growth.
- Students Needing to Catch Up received an Approaching Rating for 2014 and 2013 and a Meets Rating for the 2012 school year.
- - Students Needing to Catch Up 2014 – 44 (Median Adequate Percentile is 99). Did not make adequate growth.
- - Students Needing to Catch Up 2013 – 44 (Median Adequate Percentile is 99). Did not make adequate growth.
- - Students Needing to Catch Up 2012- 50 (Median Adequate Percentile is 99). Did not make adequate growth.
- 
- \*Overall FHS received an Approaching rating in this area. This is a notable trend as we consistently not met the state expectations.
- Writing - Students Needing to Catch Up received a Approaching Rating on the School Performance Framework for the 2014 school year, a Does Not Meet Rating for the 2013 school year and a Meets Rating for the 2012 school year.
- 
- Students with Disabilities received a Does Not Meet Rating for the 2014 school year and an Approaching Rating for the past 3 years.
- - Students with Disabilities 2014 – 36 (Median Adequate Percentile is 99). Did not make adequate growth.
- - Students with Disabilities 2013- 53 (Median Adequate Percentile is 99). Did not make adequate growth.
- - Students with Disabilities 2012- 40 (Median Adequate Percentile is 99). Did not make adequate growth.
-

- Minority Students received an Approaching Rating for the 2014 school year and for the past 3 years.
- - Minority Students 2014- 41 (Median Adequate Percentile is 51). Did not make adequate growth.
- - Minority Students 2013- 47 (Median Adequate Percentile is 59). Did not make adequate growth.
- - Minority Students 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth).
- 
- \*Overall FHS received an Approaching rating in this area.

### Priority Performance Challenges and Root Cause Analysis

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 school's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

Priority Performance Challenge	→	Root Cause
<p>Reading growth gaps: Reading Growth Gaps:</p> <p>Students with disabilities and students needing to catch up are experiencing growth gaps.</p>	→	<p>Reading Strategies for high school students: Secondary teachers are not trained reading specialists.</p> <p>Reading strategies are not typically taught to secondary students, but rather students are merely are offered opportunities and expected to read.</p> <p>Reading Plus and Literacy classes are offered to our lowest readers, but no interventions for our other struggling readers.</p>
<p>Math Achievement, Growth and Growth Gaps: Math Achievement, Growth and Growth Gaps:</p> <p>All students are experiencing lower than expected achievement, growth and</p>	→	<p>Math Curriculum: - Inconsistent application of an aligned and viable Math curriculum at the 9th and 10th grade levels.</p> <p>- Little vertical articulation between the middle and high school.</p>

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growth gaps for all student subgroups, with the exception of students with disabilities.

Writing Growth Gaps: Writing Growth Gaps:

All student subgroups are experiencing growth gaps.

Colorado ACT Scores: Colorado ACT Scores are flat, hovering around the state expectation of 20.0

ICAP Completion: All students must have a completed ICAP.

- Many students missing critical computation skills, such as fractions and use of order of operations
- Insufficient opportunities for students to think critically and to communicate about math and how they solve problems through writing.
- Students struggling in math are placed in RtI interventions, such Intermediate Math instead of, not in addition to, grade level curriculum.



Teacher PD in Writing: - Additional teacher training needed in reading and writing processes and strategies across all content areas.

- Insufficient opportunities for students to analyze text and respond in writing to multi-part prompts.
- Insufficient opportunities and teacher modeling for students to respond to prompts at a depth of knowledge above 2.
- Insufficient use of differentiation strategies on a consistent basis to address the needs of all students (group work, choice boards, individualized instruction to fill gaps in understanding, etc.).
- Extensive use of guided notes and reduced writing expectations for students on IEPs.



Test Preparation: No test preparation focus. Students need to practice time management and test taking strategies as well as content. Some evening and Saturday classes offered but very few students take advantage of this opportunity.



Time and personnel for ICAP completion: Time and personnel shortages to be able to meet with each student and allow them to get online and work with an advisor to complete ICAP.

### Reflection on Priority Performance Challenges

Because our greatest area of need for improvement as indicated by our TCAP data analysis process and School Performance Framework was in the area of student academic growth and growth gaps, our School Improvement Committee prioritized these as the areas for focused improvement. Reading and writing growth gaps in particular are limiting overall academic achievement in our students, particularly those with disabilities and those needing to catch up.

As we focus on concurrent enrollment and post high school opportunities for all students, comprehensive ICAPs for each student as well as ACT scores above 20 are needed to ensure student success.

### Reflection on Root Cause

Data analysis of TCAP test results, student surveys, analysis of pre-Algebra test data as well as school common assessments, and class room walk-through data have all been used to help identify the root cause of our priority performance challenges. TCAP data analysis in all areas (math, reading, writing, and science) show lower achievement/growth with regard to standards that require students to read and write a variety of materials and to be able to analyze and problem solve using information gathered from written materials. TAP and walkthrough data shows that students are not consistently required to read and write at a depth of knowledge of 2 or above in all content areas. Many do not see the value of state or district tests and are often not actively engaged in an individual 5-10 year academic achievement and/or career plan.

## 1. Summary/Conclusion

Although School Percentile Rankings will not be available until January there has been an opportunity for preliminary data analysis on the released PARCC data. Below is are the percentages of students that Meets or Exceeds/Nearly Meets/ Below Expectations for each of the areas:

### Algebra II (Percentages of students)

	Meets/Exceeds	Nearly Meets	Below
State	29	22	49
District	24	22	54
Falcon HS	30	24	46

### Geometry (Percentages of students)

	Meets/Exceeds	Nearly Meets	Below
State	25	34	42
District	9	27	64
Falcon HS	21	32	47

### Algebra I (Percentages of students)

	Meets/Exceeds	Nearly Meets	Below
State	35	25	41
District	15	23	62
Falcon HS	13	27	60

### ELA-11 (Percentages of students)

	Meets/Exceeds	Nearly Meets	Below
State	41	22	37
District	33	23	44

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Falcon HS	48	23	29
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#### ELA-10 (Percentages of students)

	Meets/Exceeds	Nearly Meets	Below
State	40	19	42
District	29	21	50
Falcon HS	54	17	30

#### ELA -9 (Percentages of students)

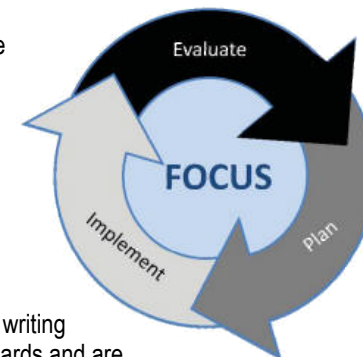
	Meets/Exceeds	Nearly Meets	Below
State	40	24	36
District	36	26	38
Falcon HS	43	27	30

As shown by the data above, FHS had a higher percentage of students that met or exceeded expectations in all areas except Geometry and Algebra I than both the state and the district. In Algebra I, FHS had 13% of students that met or exceeded expectations where the District was at 15% and the state at 33%. Math continues to be an area of focus at FHS.

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Due to changes in state assessment, Academic Achievement will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking by 5 raising it from 63 (as last recorded in 2013) to 68.
	2016-2017	Due to changes in state assessment, Academic Achievement will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking by 5 raising it from 68 to 73.
Interim Measures		<p>Analysis of Scantron Scale scores in Fall and Winter for the 9th and 10th grade are no longer available.</p> <ol style="list-style-type: none"> <li>1. An Algebra Readiness assessment will be given to all 9th and 10th graders in August, December, and May of 2015-2016. (In process - August and December assessments were administered)</li> <li>2. Data from common assessments that are part of the new Holt math curriculum will be analyzed for both semesters. (In process for Algebra I, Geometry, and Algebra II)</li> </ol>

School Code: 2908

School Name: FALCON HIGH SCHOOL

## Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Our goal is to have mean CO ACT of 21.0 or higher
	2016-2017	Our goal is to have mean CO ACT of 21.5 or higher
Interim Measures		ACT prep problems will be part of our daily warm up exercises in all classes at least once a week at Falcon High School. Sample ACT test will also be given in February to help determine student areas of strength and skills that still need to be addressed. (In process - through weekly mini-lessons)

Subject		Other PWR Measures
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Our goal is to have completed ICAPs for at least 90% of students.
	2016-2017	Our goal is to have completed ICAPs for at least 95% of students.
Interim Measures		Not all students have a completed ICAP (Individual College/Career Plan) to help guide them. 12 ICAP advisors will check in with groups of students each Friday to ensure that every student works on their ICAP once each semester at a minimum (In process - 12 advisors meet with groups of students weekly).

## Academic Growth

Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking by 5 raising it from 63 (as last recorded in 2013) to 68.
	2016-2017	Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking by 5 raising it from 68 to 73.

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Interim Measures	Analysis of Scantron Scale scores in Fall and Winter for the 9th and 10th grade are no longer available. 1. An Algebra Readiness assessment will be given to all 9th and 10th graders in August, December, and May of 2015-2016. (In process - August and December assessments were administered) 2. Data from common assessments that are part of the new Holt math curriculum will be analyzed for both semesters. (In process for Algebra I, Geometry, and Algebra II)
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## Academic Growth Gaps

Subject	R	
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Due to changes in state assessment, Academic Growth Gap Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in reading by 5 raising it from 60 to 65.
	2016-2017	Due to changes in state assessment, Academic Growth Gaps Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in reading by 5 raising it from 65 to 70.
Interim Measures	Analysis of Scantron Scale scores in Fall and Winter for the 9th and 10th grade is no longer available. Common assessments for English 1 and English 2, pre and post scores for units will be analyzed and monitored though PLCs (In process).	

Subject	W	
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Due to changes in state assessment, Academic Growth Gaps Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in writing by 5 raising it from 66 to 71.
	2016-2017	Due to changes in state assessment, Academic Growth Gaps Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking by 5 raising it from 71 to 76.
Interim Measures	Analysis of Scantron Scale scores in Fall and Winter for the 9th and 10th grade is no longer available. Common assessments for English 1, Freshman Composition, and English 2, pre and post scores for units will be analyzed and monitored though PLCs. (In process)	

Subject	M	
Priority Performance Challenge		
Annual	2015-2016	Due to changes in state assessment, Academic Growth Gaps Data will not be available. The school's state School Percentile

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Performance Targets		Ranking however will be available. Our goal is to increase our School Percentile ranking in math by 5 raising it from 63 to 68.
	2016-2017	Due to changes in state assessment, Academic Growth Gaps Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking by 5 raising it from 68 to 73.
Interim Measures		Analysis of Scantron Scale scores in Fall and Winter for the 9th and 10th grade are no longer available. 1. An Algebra Readiness assessment will be given to all 9th and 10th graders in August, December, and May of 2015-2016. (In process - August and December assessments were administered) 2. Data from common assessments that are part of the new Holt math curriculum will be analyzed for both semesters. (In process for Algebra I, Geometry, and Algebra II)

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Major Improvement Strategy #1: Aligned and Viable Math Curriculum

Major Improvement Strategy #1: Implement with fidelity the aligned and viable 9th - 11th grade math curriculum (Algebra I, Geometry, and Algebra II).

**Root Cause(s) Addressed:**

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

☐ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Aug. 2015 - Oct. 2015

#### Teacher Training

##### Description:

Vendor Training for all Algebra I, Geometry, and Algebra II teachers for the new Holt Curriculum.

##### Implementation Benchmarks:

Beginning 08/2015 through 10/2015

##### Resources:

Substitute teachers during vendor training - approximately \$1200.00.

##### Key Personnel:

Falcon High School (FHS) Math teachers, Curriculum Coordinator for Falcon Zone, and principal at FHS

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School Name: **FALCON HIGH SCHOOL**

	<p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Algebra Readiness Assessment</b></p> <p><b>Description:</b> Algebra readiness assessment to 9th and 10th graders to identify gaps in student learning</p> <p><b>Implementation Benchmarks:</b> Assessments to be administered in August, December, and May.</p> <p><b>Resources:</b> Copy cost of Assessments for 700+ students - Approximately \$200.00</p> <p><b>Key Personnel:</b> Falcon High School (FHS) Math teachers, Curriculum Coordinator for Falcon Zone, and principal at FHS</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - May. 2016	<p><b>Common Assessments</b></p> <p><b>Description:</b> Create and administer common assessments for each unit/big idea/standard</p> <p><b>Implementation Benchmarks:</b> PLC data from all common unit assessments.</p> <p><b>Resources:</b></p>

	<p>Assessment questions provided with the new Holt curriculum</p> <p><b>Key Personnel:</b> Falcon High School (FHS) Math teachers and principal at FHS</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Algebra I and Geometry Lab Classes</b></p> <p><b>Description:</b> Create Algebra I and Geometry lab for struggling students</p> <p><b>Implementation Benchmarks:</b> Classes created in IC and students signed up for these support classes.</p> <p><b>Resources:</b> FTE for 3 classes - 0.5</p> <p><b>Key Personnel:</b> Falcon High School (FHS) Math teachers, Zone superintendent, Curriculum Coordinator for Falcon Zone, and principal at FHS</p> <p><b>Status:</b> Complete</p>

**Major Improvement Strategy:** ACT Preparation

Major Improvement Strategy #2: Develop and deliver ACT preparation materials to improve knowledge and skills for all 11th graders prior to the 2016 ACT exam.

**Root Cause(s) Addressed:**

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

Oct. 2015 - Apr. 2016

**ACT Preparation Materials**

**Description:**

Provide teachers with ACT preparation materials - to include but not be limited to: sample problems, test taking strategies, and sample tests and set expectations for use of the materials.

**Implementation Benchmarks:**

At least one practice test by January 2016 and daily warm ups (at least one per week) focused on ACT preparation.

**Resources:**

ACT prep materials - free online, but cost of copies approximately \$500.00

**Key Personnel:**

Falcon High School (FHS) teachers, instructional coach and principal at FHS

**Status:**

In Progress

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**Major Improvement Strategy:** IEP goals

Major Improvement Strategy #3: Develop and Implement consistent policies and procedures for creating Individualized Education Plans for special education students to include goals tied to grade level standards

**Root Cause(s) Addressed:**

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

- May. 2016

**Grade Level State Standards to Case Managers**

**Description:**

All case managers provided with copies of grade level state standards and expanded evidence outcomes and training on which is appropriate to use for individual students

**Implementation Benchmarks:**

All case managers will be provided with links and/or hard copies of state academic standards and expanded evidence outcomes in September 2015 and begin discussions in PLCs about those standards and what goals that align to them look like.

Training on writing IEP with appropriate accommodations and goals aligned to standards at the January 2016 PD day.

All IEPs created second semester will be written with appropriate accommodations and goals aligned to standards.

**Resources:**

Copies of standards and training on writing high school level IEPs

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	<p><b>Key Personnel:</b> Teachers/Case managers, school psychologist, FHS admin, and Special Education Assistant Director</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - May. 2016	<p><b>Appropriate Schedules Created</b></p> <p><b>Description:</b> Beginning the first week of January – all current students will meet with case manager and review the current course catalog to plan next year's schedule and communicate with middle school counselors and case managers regarding appropriate goals.</p> <p><b>Implementation Benchmarks:</b> November 2015 - all case managers familiar with course catalog and offerings. January 2016 - all current students begin meeting with case managers regarding schedules. February 2016 - case managers begin meetings with middle school to set up incoming student schedules, to be completed by May 2016.</p> <p><b>Resources:</b> Updated Course catalog</p> <p><b>Key Personnel:</b> Teachers/Case managers from middle and high school, school psychologist, FHS admin, and Special Education Assistant Director</p> <p><b>Status:</b> Complete</p>

## Section V: Appendices







Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

# School Accountability Committee UIP Signature Page – 2015-2016 UIP

School: Falcon Middle School

Accreditation Rating: Performance

<b>Unified Improvement Planning Team:</b> Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		<b>School Accountability Committee:</b>
Name	Position	
Brian Smith	Principal	1) Date the Plan was presented to SAC for review: <u>9/15/15, 10/29/15, 1/19/16, 2/29/16</u>  2) Signature of Principal:   3) Signature of SAC Chairperson:   4) Signatures of additional SAC members who reviewed the plan:              
Mandy Maranville	Assistant Principal	
Chad Belveal	Assistant Principal & Athletic Director	
Michael Anderson	Dean of Students	
David Power	6 <sup>th</sup> Grade Red Team Leader	
Carolyn Dennis & Matt Simpson	6 <sup>th</sup> Grade Gold Team Leader	
Maddie Scruggs	6 <sup>th</sup> & 7 <sup>th</sup> Orange Team Leader	
Miriah Grabow	7 <sup>th</sup> Grade Read Team Leader	
Fred Baker	7 <sup>th</sup> Grade Gold Team Leader	
Bethany Champlin	8 <sup>th</sup> Grade Red Team Leader	
Fawn Copeland	8 <sup>th</sup> Grade Gold Team Leader	
Danielle Suhr	Explore Team Leader & SAC Representative	
Trish Kotarski	Special Education Team Leader	
Lisa Murdock	Counseling Team Leader & 6 <sup>th</sup> Gr. Counselor	
Karen Hobson	Office Team Lead & SAC/DAC Rep, PTSA	
Kava Lientz	Instructional Coach & GT Coordinator	
Ariel Hull	7 <sup>th</sup> Grade Counselor	
Spencer Owen	8 <sup>th</sup> Grade Counselor	
Andrea Carpenter	Parent & SAC Chair	
Kim Lucas	Community Member	
Lisa Godley	Parent & PTSA	
Mike Werner	Parent	

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **2906** School Name: **FALCON MIDDLE SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading Growth Gaps:** Overall, Falcon Middle is approaching in the area of Reading Academic Growth Gaps according to the 3 year SPF. Students with disabilities did not meet in academic growth gaps according to the 3 year SPF. English Language Learners and Students needing to catch up were both approaching according to the 3 year SPF.
- **Math Growth Gaps:** Overall, Falcon Middle is approaching in the area of Math Academic Growth Gaps according to the 3 year SPF. Free/Reduced lunch eligible students and Students with disabilities do not meet in academic growth gaps according to the 3 year SPF. Minority Students, English Language Learners, and Students needing to catch up are all approaching according to the 3 year SPF.
- **Writing Growth Gaps:** Overall, Falcon Middle is approaching in the area of Writing Academic Growth Gaps according to the 3 year SPF. Free/Reduced Lunch Eligible students, Students with Disabilities, English Language Learners, and Students needing to catch up are all Approaching according to the 3 year SPF.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Instructional Differentiation:** Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Best Instructional Practices:** Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.
- **49 Pathways:** Falcon Middle School will implement processes associated with 49 Pathways effectively to ensure students are exposed to course opportunities that focus on their learning interests and strengths.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

School Code: **2906**

School Name: **FALCON MIDDLE SCHOOL**

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Brian Smith, Principal
Email	bsmith@d49.org
Phone	(719) 495-5232
Mailing Address	9755 Towner Ave. Peyton, CO 80831

Name, Title	Amanda Maranville, Assistant Principal
Email	amaranville@d49.org
Phone	(719) 495-5232
Mailing Address	9755 Towner Ave. Peyton, CO 80831

## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No

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School Name: FALCON MIDDLE SCHOOL

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

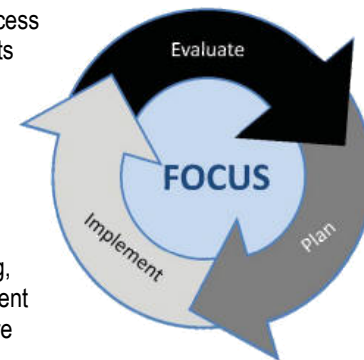
No

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School Name: FALCON MIDDLE SCHOOL

## 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

#### Description:

Falcon Middle School is located in Eastern El Paso County in Falcon School District 49. We are a public middle school servicing 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. Falcon Middle School has approximately 930 students that all take core classes in Reading, Writing, Mathematics, Science, and Social Studies. All students also have the opportunity to take two different exploratory classes each 9-week quarter. Based on the 14-15 3-year School Performance Framework, Falcon Middle School received a Performance rating.

As part of our professional development during the 14-15 school year, all FMS staff reviewed the 1 year and 3 year school performance frameworks to begin the school improvement planning process. Staff participated in a data gallery walk where they identified positive and negative trends in our data for each grade level, compared our data to other middle schools, and also looked at disaggregated data for our different subgroups. Staff collaborated to identify the priority performance challenges from this data that lead to the development of action steps to improve our student achievement. Falcon Middle School was approaching for the state performance expectation in academic growth gaps for Reading, Mathematics, and Writing. More specifically, our students with disabilities population did not meet expected growth gaps in the areas of reading and math. Our Free/Reduced Lunch eligible students also did not meet the expected growth in Math. In looking at growth in thirds as well, the staff determined that many of our students that were on the bubble between partially proficient and proficient did not grow into the higher category, indicating the need for additional focus on intervention for students to reach proficiency. Emphasis was also desired to move more students into the advanced category, so a strong need for quality differentiation is needed to meet the needs of individual learners. These were the specific priorities that they staff felt needed to be addressed in the 14-15 school year.

For the 15-16 school year, state assessment data will not be released until later in the school year. In the absence of this state data, we will look at local common formative and summative assessment data for assessments administered at Falcon Middle School. We will also utilize the BEACON Assessment data for the BEACON benchmark assessments administered 3 times per year.

Stakeholder involvement: Falcon Middle School’s Administrative team, Leadership team, Faculty, PTSA, and School Accountability Committee were all involved in the review of school achievement data to prioritize our performance challenges. Staff initially reviewed the achievement data and prioritized challenges through a data walk taking place on a Professional Development Day. The summary of their findings was presented to both the PTSA and School Accountability Committee for review and input. The feedback and ideas from these parent-run committees was used to formulate the

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School Name: FALCON MIDDLE SCHOOL

actions steps within this unified improvement plan. The plan was then presented for review and approval to the School Accountability Committee on October 2, 2014. The revised plan for 2015-2016 will be presented to the School Accountability Committee in January of 2016.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth Gaps

**Prior Year Target:** Reading - Even though 73% of our students of our students are P/A in reading, our current state percentile ranking is only the 53rd percentile in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 4% from 53% to 57%.

**Performance on Target:** State Assessment Data for PARCC has not be released at the current time. We hope to assess this in November when the percentile rankings are released.

**Prior Year Target:** Math - Even though 58% of our students of our students are P/A in math, our current state percentile ranking is only the 62nd percentile in the state. Our goal is to increase our school percentile ranking in math as measured by CMAS/PARCC by 6% from 62% to 68%.

**Performance on Target:** State Assessment Data for PARCC has not be released at the current time. We hope to assess this in November when the percentile rankings are released.

**Prior Year Target:** Writing - Even though 64% of our students of our students are P/A in writing, our current state percentile ranking is only the 62nd percentile in the state. Our goal is to increase our school percentile ranking in writing as measured by CMAS/PARCC by 6% from 62% to 68%.

**Performance on Target:** State Assessment Data for PARCC has not be released at the current time. We hope to assess this in November when the percentile rankings are released.

### Academic Achievement Reflection

PARCC and CMAS data for 14-15 school year was released just recently for Falcon Middle School. The data table below summarizes the results for PARCC States, Colorado, District 49, and Falcon Middle School for both the PARCC assessments and the CMAS assessments.

#### Falcon Middle School PARCC/CMAS Data

<u>6th Grade</u>	ELA	Math
PARCC States	39	32
State	39	32

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District	36	28
FMS	34	28

<b><u>7th Grade</u></b>	ELA	Math	Social Studies (CMAS)
PARCC States	42	29	--
State	41	28	18
District	44	25	14
FMS	52	30	17

<b><u>8th Grade</u></b>	ELA	Math - 8	Algebra	Science (CMAS)
PARCC States	42	27	31	--
State	41	19	31	30
District	41	27	13	26
FMS	44	32	89	30

In looking at this data for the PARCC assessments, you can see that for 6th grade ELA, Falcon Middle School (FMS) is just below the state and district averages. In 6th Grade Math, we are just below the state average but equal to the district average. For 7th Grade ELA, FMS scored 11 percent higher than the state and 8% higher than the district. In 7th Grade Math, FMS scored 2% higher than the state and 5% higher than the district. In 8th Grade ELA, FMS scored 3% higher than the state and district averages. In 8th Grade Math, FMS scored 13% higher than the state and 5% higher than the district average. In the Algebra Assessment, FMS scored 58% higher than the state and 76% higher than the district.

For the CMAS assessments, FMS scored just below the state average, but 3% higher than the district average in 7th Grade Social Studies. For 8th Grade Science, FMS scored equal to the state average, but 4% higher than the district average.

Overall, Falcon Middle School outperformed the state and district averages in several areas. We are still waiting for percentile ranking data to determine if specific achievement and growth targets were met based on this 14-15 assessment data.

Our targets for the 2014-2015 school year were set around percentile rankings for our Academic Growth Gaps area. In the 13-14 school year, FMS ranked in the 53rd percentile in the area of Reading. Our target for 14-15 was to increase our percentile ranking to the 57th percentile. On the PARCC assessment in 14-15, FMS ranked in the 62nd percentile in the area of Reading, which indicates that FMS made the target.

In the 13-14 school year, FMS ranked in the 62nd percentile in the area of Math. Our target for 14-15 was to increase our percentile ranking to the 68th percentile. On

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the PARCC assessment in 14-15, FMS ranked in the 69th percentile in the area of Math, which indicates that FMS made the target.

In the 13-14 school year, FMS ranked in the 62nd percentile in the area of Writing. Our target for 14-15 was to increase our percentile ranking to the 68th percentile. On the PARCC assessment in 14-15, FMS ranked in the 62nd percentile in the area of Writing, which indicates that FMS did not make this target. We maintained the same percentile ranking that we had the previous year, which shows that we did not decline in this area overall.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

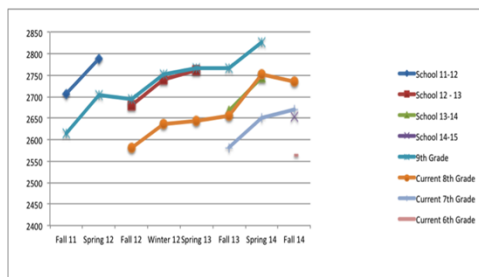
#### Reflection

The performance targets set for Falcon Middle School in the previous year all related to academic growth gaps. Falcon Middle School was approaching in this area for the 11-12 school year and also for the 12-13 school year, which is why the targets remained for the 13-14 school year. Falcon Middle School worked to close these achievement gaps through the continuation of Intervention/Enrichment time and the utilization of their Understanding by Design units. Falcon Middle was again approaching in the area of Academic Growth Gaps for the 13-14 school year. While many of the gaps remained the same, there were several that showed additional growth over the past year as Falcon Middle demonstrated growth similar to the state. Falcon Middle School made gains to close achievement gaps for Students with Disabilities and Free/Reduced Lunch Eligible students when looking at the 1-year SPF reports for 2013 and also for 2014. Each of these areas changed their rating from "Does not Meet" to "Approaching" when comparing the two years. Our Minority Students and Students needing to catch up remained approaching when comparing the two years. Each of the subgroup Median Growth Percentiles were close to 50 (all being in the 40's) indicating that we are showing slightly slower growth when compared to the state. We will continue work in these areas so that we can get our percentiles above 50, indicating that we are closing these achievement gaps faster when compared to the state. The increase in active engagement for all students will help with this process. The staff has also received data binders this year to look at individual student progress in their achievement. This will also help to identify our bubble groups to ensure that we work towards getting all students to Proficiency and not having additional students fall back below Proficiency.

To identify specific trends in our building related to Reading and Mathematics, FMS staff utilizes the Scantron tests to look at the gains students make from year to year to monitor regular student growth. The graphs below show the progress students have made in these areas based on Scantron. In looking at the graphs, each of our grade levels of students are showing consistent gains in reading and math when tested multiple times each year. Our current 8<sup>th</sup> grade group showed a drop in math from the end of 7<sup>th</sup> grade to the beginning of 8<sup>th</sup> grade indicating a gap in their learning of the math skills. This same group showed a similar drop in the previous year (from 6<sup>th</sup> to 7<sup>th</sup> grade) in Reading. The reading teachers then focused on some specific skill intervention as they taught their curriculum, which helps in seeing the consistent gain for reading this year. We will look at similar steps in math for this group of students so that they can show consistent gains over the course of the year. Our current group of 7<sup>th</sup> graders showed a similar trend in reading from 6<sup>th</sup> to 7<sup>th</sup> grade Scantron tests this year, though they were more flat in their progress. Teachers will again want to focus on closing some skill gaps to get this group back on an upward trend as well.

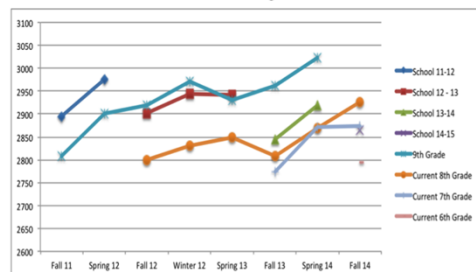
MATH	Fall 11	Spring 12	Fall 12	Winter 12	Spring 13	Fall 13	Spring 14	Fall 14
School 11-12	2707	2789						
School 12-13			2680	2740	2762			
School 13-14						2667	2744	
School 14-15								2654
9th Grade	2614	2703	2695	2751	2766	2766	2827	
Current 8th Grade	2581	2637	2643					2735
Current 7th Grade						2582	2652	2669
Current 6th Grade								2564

Scantron Math Gains



READING	Fall 11	Spring 12	Fall 12	Winter 12	Spring 13	Fall 13	Spring 14	Fall 14
School 11-12	2895	2975						
School 12-13			2902	2945	2941			
School 13-14						2845	2918	
School 14-15								2864
9th Grade	2808	2901	2918	2971	2930	2961	3022	
Current 8th Grade			2800	2830	2850	2808	2869	2926
Current 7th Grade						2774	2871	2874
Current 6th Grade								2794

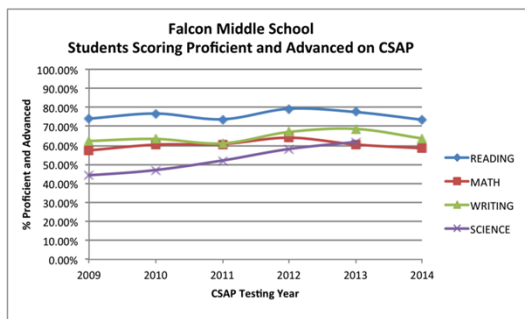
Scantron Reading Gains



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In looking at the achievement data for Falcon Middle School (see graph below), it can be seen that the achievement is overall somewhat flat over a 6-year trend. Falcon Middle School demonstrated slight declines seen in the areas of Reading, Math, and Writing. Over the past three years, Falcon Middle School has undertaken the process of realigning curriculum to the Colorado Academic Standards. The Language Arts Classes were split into separate Reading and Writing classes, with a new ECAW (Every Child a Writer) program being utilized in all writing classrooms. All curriculum areas continue to look at their Understanding by Design Unit plans to ensure coverage of the state standards. There is also new staff at different grade levels now that are working to help enhance the rigor level of the curriculum so that students can develop a deeper understanding of what they are learning. Math has full integrated the CPM Common Core curriculum now in all three grade levels. The Reading classes are selected more rigorous texts in both Fiction and Nonfiction to help build understanding. Writing teachers just received the new ECAW training as well to ensure appropriate alignment to the standards exists. So far, some holes in the curriculum have been identified and teams are working to fill them as they rework the units.



	2009	2010	2011	2012	2013	2014
READING	74.00%	76.67%	73.67%	79.20%	77.47%	73.41%
MATH	57.33%	60.33%	60.67%	63.98%	60.41%	58.43%
WRITING	62.33%	63.33%	61.00%	67.01%	68.61%	63.58%
SCIENCE	44.00%	47.00%	52.00%	58.06%	61.72%	

#### 4. 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.

#### Academic Growth Gaps

- Reading - According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free and reduced lunch students “meet” this area with median growth percentile of 45 where the subgroup’s median adequate growth percentile was 30. Minority students “meet” this area with median growth percentile of 49 where the subgroup’s median adequate growth percentile was 29. Students with Disabilities “did not meet” in this area as they needed to show an adequate growth percentile of 65 and Falcon Middle students had a growth percentile of 37. English Learners are “approaching” this area with median growth percentile of 40 where the subgroup’s median adequate growth percentile was 47. Students needing to catch up are “approaching” in this area and needed to show an adequate growth percentile of 61 and Falcon Middle students had a growth percentile of 48.
- Math – According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free/reduced Lunch Eligible students “does not meet” in this area and needed to show an adequate growth percentile of 67 and Falcon Middle students had a growth percentile of 38. Minority students are “approaching” in this area and needed to show an adequate growth percentile of 69 and Falcon Middle students had a growth

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percentile of 48. Students with disabilities “does not meet” in this area and needed to show an adequate growth percentile of 91 and Falcon Middle students had a growth percentile of 39. English Learners are “approaching” in this area and needed to show an adequate growth percentile of 84 and Falcon Middle students had a growth percentile of 43. Students needing to catch up are “approaching” in this area and needed to show an adequate growth percentile of 88 and Falcon Middle students had a growth percentile of 48.

- Writing – According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free/reduced Lunch Eligible students are “approaching” in this area and needed to show an adequate growth percentile of 51 and Falcon Middle students had a growth percentile of 49. Minority students “meet” this area with median growth percentile of 50 where the subgroup’s median adequate growth percentile was 47. Students with disabilities are “approaching” in this area and needed to show an adequate growth percentile of 77 and Falcon Middle students had a growth percentile of 40. English Learners are “approaching” in this area and needed to show an adequate growth percentile of 69 and Falcon Middle students had a growth percentile of 48. Students needing to catch up are “approaching” in this area and needed to show an adequate growth percentile of 73 and Falcon Middle students had a growth percentile of 50.

### Priority Performance Challenges and Root Cause Analysis

**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 school’s overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

### Priority Performance Challenge



### Root Cause

Reading Growth Gaps: Overall, Falcon Middle is approaching in the area of Reading Academic Growth Gaps according to the 3 year SPF. Students with disabilities did not meet in academic growth gaps according to the 3 year SPF. English Language Learners and Students needing to catch up were both approaching according to the 3 year SPF.



Instructional Differentiation: Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

Math Growth Gaps: Overall, Falcon Middle is approaching in the area of Math Academic Growth Gaps according to the 3 year SPF. Free/Reduced lunch eligible students and Students with disabilities do not meet in



Instructional Differentiation: Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

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academic growth gaps according to the 3 year SPF. Minority Students, English Language Learners, and Students needing to catch up are all approaching according to the 3 year SPF.

Writing Growth Gaps: Overall, Falcon Middle is approaching in the area of Writing Academic Growth Gaps according to the 3 year SPF. Free/Reduced Lunch Eligible students, Students with Disabilities, English Language Learners, and Students needing to catch up are all Approaching according to the 3 year SPF.



Instructional Differentiation: Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

### Reflection on Priority Performance Challenges

Process used to prioritize performance challenges: On August 29, 2014 FMS staff participated in an achievement data galley walk. Staff were divided into their teams to identify strengths and also areas of focus for the 2014-2015 school year. Seven different stations presented data related to each specific grade level, a comparison to other middle schools in the area, school growth data, data related to our special education population, and growth data by thirds movement for each group of students. After visiting each station, teachers shared the positives and areas for growth with their teams and identified the top three for each. This information was then presented to the staff and like items were grouped together. The commonalities between all of the groups were the identified priority performance challenges. Staff determined that there were 2 specific goals that needed to be addressed to help close the gaps that existed within our priority performance challenges. These goals included: 1. Effective active learning strategies need to be incorporated to help ensure the learning needs of all of our students are met. 2. Additional opportunities for engagement to help students collaborate with others to build a deeper level of understanding is needed. The goals directly tie to the root cause identified in the previous school year. Staff feel that we made progress in closing many of our achievement gaps, but that we must continue to ensure effective differentiation is utilized to meet the individual learning needs.

### Reflection on Root Cause

How Root Cause was identified: Upon identifying the priority performance challenges, staff determined that all of the challenges directly related to effective differentiation. It was determined that a specific focus on our active learning strategies, student collaboration during learning, and requiring all students to restate, answer, cite, and explain in all classes is needed to help build a higher level of understanding and stronger command of the knowledge and skills. A focus on getting students to experience education in different ways through strategies, technology, and career/college exploration (through ICAP) is needed. The staff and SAC Committee verified this Root Cause during meetings in the 14-15 school year and also revisited this at the meetings during the 15-16 school year to continue to evaluate progress.

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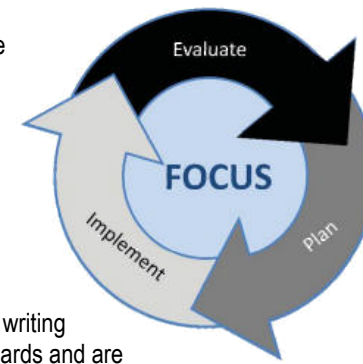
## 1. Summary/Conclusion

Overall, in looking at the data from the 3-year School Performance Framework from the 2013-2014 school year along with the current CMAS and PARCC data from the 2014-2015 school year, comparisons were able to be made that showed consistencies between these two school years. This comparison helped draw the conclusion that the root cause for Falcon Middle School school improvement process remained the same in planning for the 2015-2016 school year. Falcon Middle School continues to work on the District 49 Initiative of 49 Pathways as one of its major improvement strategies and will also continue to work on differentiating instruction for all learners at FMS. Upon receiving achievement data and end of the year common assessment data for the 2015-2016 school year, FMS can then look to see if new root causes or improvement strategies emerge.

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Growth Gaps

Subject		R
Priority Performance Challenge		Reading Growth Gaps
Annual Performance Targets	2015-2016	Our current state percentile ranking is only the 62nd percentile in the state. Our goal for 15-16 is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 4% from 62% to 66%.
	2016-2017	Our current state percentile ranking is only the 62nd percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 4% from 66% to 70%.
Interim Measures		Beacon Benchmark testing administered 2 times during the school year (Fall and Spring)  Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year)
Subject		M
Priority Performance Challenge		Math Growth Gaps
Annual Performance	2015-2016	Our current state percentile ranking is only the 69th percentile in the state. Our goal for 15-16 is to increase our school percentile ranking in math as measured by CMAS/PARCC by 6% from 69% to 75%.

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Targets	2016-2017	Our current state percentile ranking is only the 75th percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in math as measured by CMAS/PARCC by 6% from 75% to 81%.
Interim Measures		Beacon Benchmark testing administered 2 times during the school year (Fall and Spring) Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year)

Subject		W
Priority Performance Challenge		Writing Growth Gaps
Annual Performance	2015-2016	Our current state percentile ranking is only the 62nd percentile in the state. Our goal for 15-16 is to increase our school percentile ranking in writing as measured by CMAS/PARCC by 6% from 62% to 68%.
Targets	2016-2017	Our current state percentile ranking is only the 68th percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in writing as measured by CMAS/PARCC by 6% from 68% to 74%.
Interim Measures		Beacon Benchmark testing administered 2 times during the school year (Fall and Spring) Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year)

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### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: Best Instructional Practices

Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.

#### Root Cause(s) Addressed:

Instructional Differentiation

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

#### Action Steps

May. 2015 - Aug. 2015

#### Co-Taught Classes

##### Description:

Create appropriately clustered co-taught classes for students requiring additional support in the classroom. Utilize clustering amongst teams to also create groupings of students needing additional advanced level challenges in their instruction.

##### Implementation Benchmarks:

The Special Education Teachers will collaborate with the counselors and team leaders to ensure that our co-taught classes are appropriately populated. The co-taught classes will also be taught with regular on-grade level curriculum so that all students are receiving the appropriate level of instruction. Counselors will also receive guidance on how to effectively populate these classes from a Special Education Consultant.

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	<p><b>Resources:</b> Time at the end and beginning of school years to create appropriately scheduled classes based on students needs.</p> <p><b>Key Personnel:</b> FMS Special Education Team, Core Teachers, Counselors, and Administration</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - Dec. 2016	<p><b>Reduce Raise and Respond</b></p> <p><b>Description:</b> Staff will reduce the amount of raise and respond questioning taking pace in the classrooms so that additional opportunities for pair-shares and student collaboration can take place to enhance understanding.</p> <p><b>Implementation Benchmarks:</b> Classroom observations conducted by administration and feedback provided to teachers.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> FMS Administration, FMS Teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Oct. 2015	<p><b>Classroom Instruction that Works</b></p> <p><b>Description:</b> Falcon Middle School staff will receive training from McREL on the Classroom Instruction that Works strategies for</p>

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	<p>implementation in the classroom. Staff will work to incorporate active instructional strategies to enhance student engagement of the students.</p> <p><b>Implementation Benchmarks:</b> Classroom observations from administration, and feedback conversations with teachers on progress with the strategies</p> <p><b>Resources:</b> Funding from Zone for the training.</p> <p><b>Key Personnel:</b> McREL Trainer, FMS Administration, FMS Teachers, FMS Instructional Coach</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2015</p>	<p><b>Reducing Variability</b></p> <p><b>Description:</b> Falcon Middle School staff will reduce variability of our instructional objectives by ensuring they all communicate the essential Know, Understand, and Do for each lesson for the learners on the board. All objectives will be written in the We Will format to have a similar format for all learners in the building.</p> <p><b>Implementation Benchmarks:</b> Classroom observation walkthrough data.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> FMS Administration, Zone Leaders, FMS Teachers, FMS Instructional Coach</p>

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	<p><b>Status:</b> In Progress</p>
Aug. 2014 - Dec. 2015	<p><b>RACE Format</b></p> <p><b>Description:</b> Implement the RACE (Restate Answer, Cite and Explain) format in the classrooms so that students will restate, answer, cite, and explain in all core and explore classes to help build a deeper understanding of the content. A special emphasis will be placed on citing and explaining to help determine the level of student understanding and their process of gathering the information.</p> <p><b>Implementation Benchmarks:</b> Teachers will post the format in their classroom and include this on common formative/summative assessments. Copies of assessments will be submitted and evidence of this practice will be seen in observation and lesson planning with core administrators. Teachers will also turn in common assessment data each quarter.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> FMS Teachers, FMS Administration</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2017	<p><b>Admin PLC Workshops</b></p> <p><b>Description:</b> Administration will provide monthly professional development to all FMS Instructional staff related to specific building needs surrounding effective instruction. Topics will include: Instructional Evaluation &amp; Walkthrough process, Writing effective and rigorous learning objectives, Active learning strategies, Differentiation, Using technology in the classroom,</p>

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	<p>etc. These workshops will take place during an Admin PLC period on a Monday once a month.</p> <p><b>Implementation Benchmarks:</b> Staff will complete a quick reflection survey at the end of each workshop to provide data on how effective the workshop was in growing their professional practices. Admin will gather data on the use of various strategies from classroom walkthroughs.</p> <p><b>Resources:</b> PLC Time</p> <p><b>Key Personnel:</b> FMS Administration, FMS Teachers, Falcon Zone Curriculum, Instruction, and Assessment Administrator</p> <p><b>Status:</b> In Progress</p>
<p>Nov. 2015 - May. 2017</p>	<p><b>Instructional Walkthroughs</b></p> <p><b>Description:</b> Falcon Middle School teachers will observe 2 different teachers during an Admin PLC period. Teachers will have the opportunity to choose a teacher of their choice for one of the observations. For the other, they will observe a teacher for a strategy they have set a goal to achieve. Teachers will provide feedback and also reflect on their professional practice for ways to enhance what they do instructionally. This process will begin on November 2nd and continue through the year and through next school year as well.</p> <p><b>Implementation Benchmarks:</b> Teachers will fill out a reflection form for each observation and then participate in a debrief session meeting at the end of their observations. Feedback forms will be collected in a Google Form to aggregate data on what was observed instructionally at FMS.</p> <p><b>Resources:</b> PLC Time</p>

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	<p><b>Key Personnel:</b> FMS Administration, FMS Teachers, FMS Instructional Coach</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - May. 2017	<p><b>CPM Math Consultation</b></p> <p><b>Description:</b> Falcon Middle School will receive professional development from a CPM Math Curriculum consultant. The consultant will come twice during the 15-16 school year, and an additional 3-4 times during the 16-17 school year to observe math instruction and provide feedback to teachers on their use of the curriculum. The consultant will also collaborate during Math PLC meetings to provide feedback on instructional and assessment strategies.</p> <p><b>Implementation Benchmarks:</b> The consultant will observe classrooms and provide teacher and administration with observation notes and a consultation report to identify next steps of our utilization of the curriculum. Administration will work with the teachers to ensure steps are implemented with fidelity.</p> <p><b>Resources:</b> Time during Math PLC Meetings.</p> <p><b>Key Personnel:</b> CPM Math Consultant, FMS Administration, FMS Math Teachers</p> <p><b>Status:</b> In Progress</p>
Dec. 2015 - Dec. 2015	<p><b>Gifted and Talented Training</b></p> <p><b>Description:</b></p>

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	<p>FMS Staff will receive training targeted for differentiation for our gifted and talented students. Teachers will collaborate together to look at strategies that can be implemented in the classroom to help provide extension and enrichment of the content for our gifted and talented learners. The strategies can also be used to increase the rigor of our instruction as well.</p> <p><b>Implementation Benchmarks:</b></p> <p>An FMS Teacher who is obtaining her Masters in Gifted and Talented will provide the training. A pre and post survey will be conducted with the teachers to identify specific learnings that took place from the training. Administration will conduct classroom observations and provide teachers with feedback on their use of these strategies in their instruction.</p> <p><b>Resources:</b></p> <p>Time during an Admin PLC block.</p> <p><b>Key Personnel:</b></p> <p>FMS Administration, FMS Teachers</p> <p><b>Status:</b></p> <p>Complete</p>
<p>Jan. 2016 - May. 2017</p>	<p><b>Targeted Professional Development Sessions</b></p> <p><b>Description:</b></p> <p>Based on the results of our mid-year reviews with teachers, specific topics were identified as areas where FMS staff need additional training and support. These topics include: the use of data to drive instruction, formative vs. summative assessments, determining student mastery of the content with data, incorporating diversity and student interests into lessons, and strategies for differentiation. The instructional coach will provide targeted professional development sessions every other week after school where teachers can attend to build new strategies into their instruction. Teachers needing support in these areas can collaborate further with the instructional coach to ensure strategies are implemented appropriately.</p> <p><b>Implementation Benchmarks:</b></p> <p>The instructional coach will collect pre and post data from the workshops with the teachers. FMS Administration will conduct classroom observation and provide teachers with feedback on their use of these strategies from these</p>

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workshops. Administration will also compile results from the end of the year evaluations each year to see if there was growth from mid-year to end of the year in their completion of these items on the Colorado Teacher Evaluation rubric.

**Resources:**

Time for PD after school.

**Key Personnel:**

FMS Instructional Coach, FMS Administration, FMS Teachers

**Status:**

In Progress

**Major Improvement Strategy: 49 Pathways**

Falcon Middle School will implement processes associated with 49 Pathways effectively to ensure students are exposed to course opportunities that focus on their learning interests and strengths.

**Root Cause(s) Addressed:**

Instructional Differentiation

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**ICAP**

**Description:**

Sustain the utilization of ICAP in College in Colorado to enhance the student exploration of college and career opportunities. Enhance the information provided to parents on this process. Opportunities for Parent engagement will be offered to parents to help them learn about the ICAP process and also to provide suggestions through SAC and PTSA on the programs offered at FMS.

**Implementation Benchmarks:**

FMS Counselors will schedule times with classes for students to complete the ICAP requirements. Parents will receive information through the autodialer and website on what these requirements are and how they can assist.

**Resources:**

N/A

**Key Personnel:**

FMS Counselors

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	<p><b>Status:</b> In Progress</p>
Sep. 2015 - Jan. 2016	<p><b>Explore Team</b></p> <p><b>Description:</b> The explore team will meet with the Chief Education Officer relating to the vision of 49 Pathways for District 49. The team will then work to collaborate with FHS on how the pathways will link from FMS to FHS for the Falcon Zone. The explore team will then provide periodic updates and information to the FMS staff on the development of the 49 Pathway integration for Falcon Middle School. The counselors for FHS and FMS will also collaborate together and with the exploratory and elective teachers to ensure alignments takes place effectively.</p> <p><b>Implementation Benchmarks:</b> Meeting with Chief Education Officer, Attend Professional development workshop with FHS on January 15th to collaborate on 49-Pathways, provide updates at team leader meetings and other staff meetings monthly for staff to learn about the developments of 49 Pathways.</p> <p><b>Resources:</b> Time for Professional Development collaboration with the FHS elective areas.</p> <p><b>Key Personnel:</b> FMS Explore Team, FMS Administration, FMS Counselors, FHS Elective Teachers, FHS Administration, FHS Counselors, Chief Education Officer</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Nov. 2015	<p><b>Mini Course Integration</b></p> <p><b>Description:</b> FMS Counselors will provide the ICAP orientation in October and show students which courses align to which specific ICAP Skill areas. Students will then register for a mini course that relates to a skill from their ICAP to further explore their interest in this area.</p>

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**Implementation Benchmarks:**

Students will register for these courses on October 28th. The mini courses will take place on November 19th and 20th. FMS counselors will follow up with students after min courses sometime in December or January with a survey to see how students felt about exploring their skill area. Parents will also be involved in the planning process to provide additional mini course offerings for our students.

**Resources:**

N/A

**Key Personnel:**

FMS Counselors, FMS Students, FMS Teachers

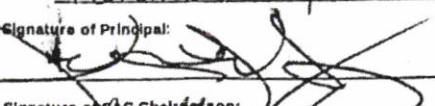
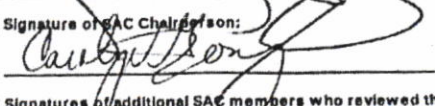
**Status:**

Complete

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Kerri Hollon	Resource Development	1) Date the Plan was presented to SAC for review: November 12, 2015
Lafonna Pacheco	Parent	2) Signature of Principal: 
Joyce Rodgers	Parent	3) Signature of SAC Chairperson: 
Dominique Chavez	Family Support	4) Signatures of additional SAC members who reviewed the plan:
Morgan Byrd	School Health Coordinator	
Alicia Chavez	Title I Coordinator	
Rich Montas	Chief officer of Academics	
Carolyn Gery	Sr. Director of Support Svc.	
Karla Ash	Director of Assessment	
Melissa Brown	Director of Math	
Jennie Urquiza	Literacy Coordinator	
Nathan Byford	Regional Director	
Aryn Henneke	Regional Director	

School Accountability Committee UIP Signature Page

School GOAL Academy

Accreditation Rating Improvement

## Colorado's Unified Improvement Plan for Alternative Education Campuses for 2015-16 – Online UIP Report

Organization Code: 1110

District Name: FALCON 49

School Code: 3475 School Name: GOAL ACADEMY

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Lack of academic growth::** Although GOAL Academy made a concentrated effort on remediating in the area of reading over the last four years, the growth achieved on internal and external assessments has not been reflected in the current measures for AEC norms.
- **High truancy rate:** The truancy rating of 12.3% is short of AEC norms of 7.69 %.
- **Low Completion rate:** 3. GOAL Academy showed a significant increase in completion rate over the last four years, (24.85% in 2011 to 43.8% in 2014) and will continue to work towards the AEC norm of 55.8%. All disaggregated groups (Free/Reduced Lunch, Minority Students, Students with Disabilities and English Learners) received a Does Not Meet, so all strategies identified in the action plan to increase the completion rate will be implemented with these groups.
- **High dropout rate:** GOAL Academy's dropout rate of 15.0% (2014-15) is higher than the AEC norm of 11.3%

#### Why is the school continuing to have these challenges?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).*

- **Lack of high academic expectations for our students.:** The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth is needed, while maintaining the ability to support the social-emotional needs of the students.
- **Resource allocation (Staffing levels):** Based on needs identified by data trend analysis, timely response with essential instructional resources, that have delineated roles to properly address those identified needs. (Staffing levels are too low to adequately support the academic needs of our students)
- **Instructional Model:** The instructional model relies too heavily upon the computer to deliver instruction, and doesn't allow the highly qualified teacher to effectively drive the course.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Modify the school culture to foster high academic expectations of students:** Create a Culture that fosters high academic expectations of students
- **Instructional Model::** Align internal data systems and structures to provide student-centered and data-driven instructional support. The change to the Instructional Model will be a shift in focus from credit attainment (which includes elective credit), to a competency based system aligned to the Colorado Department of Education guidelines. This will include the use of core academic data and Social Emotional data provided by a body of evidence (STAR 360 Assessment, Reading Plus Insight, Pairin, ACT, Accuplacer, CMAS). Internal metrics will focus on individual student growth measured periodically throughout the school year. We will use said data to help efficiently staff areas of need.

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- **Alignment of resource allocation to meet academic needs.:** Assess student growth data trends and instructional needs through needs assessment and allocate personnel resources to ensure highest impact instructional staff are married to highest need areas.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation   
 ☒ Title I Focus School   
 Tiered Intervention Grant (TIG)   
 ☐ Colorado Graduation Pathways Program   
 ☐ School Improvement Support Grant   
☐ Other:

### School Contact Information

Name	Karla Ash
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Name	Kris Enright
Title	Interim Executive Director
Email	k.enright@goalac.org
Phone	(719) 242-3890
Mailing Address	304 South Victoria Avenue Pueblo, Co 81003

## Additional Information about the School

### Comprehensive Review and Selected Grant History

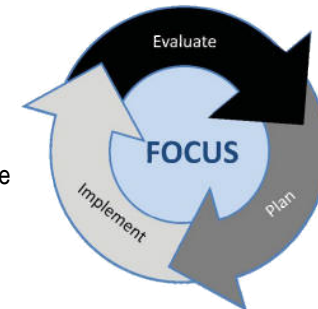
School Code: 3475

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Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	The school participated in an AdvancED Review during the 2014-15 school year and received a fully accredited rating.

### 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 school. 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 school 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 Unified Improvement Planning Handbook.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:**

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GOAL Academy is an online Alternative Educational Campus (AEC) with 98% of students qualifying as at-risk (Oct 2015 ). Such "at risk" factors include: teen pregnancy, previous student incarceration, parent incarceration, multiple suspensions, previous school expulsion, and overage and under-credited. GOAL Academy operated 21 drop-in sites throughout the state in 2012- 2013, expanded to 24 sites and 3132 students during the 2013-14 school year, expanded to 27 sites and 3252 students, and expanded to 31 sites and 4065 students for 2015-16 school year. Representatives from various regions and departments worked as a committee to write the UIP. Participants included the Director of Accountability of Compliance, the Director of Research and Development, the Chief Academic Officer, the Assistant Executive director, one Regional Director, one Academic Director, the directors of ELL and SPED, math and reading interventionists, and academic specialists. A rough draft of the plan was then sent to Senior leadership and the 7 Regional Directors. The Plan was reviewed and approved by the SAC and the Board of Directors.

In addition to our online curriculum, GOAL Academy has 22 MOU's (Memorandum Of Understanding) with a variety of community colleges and tech schools throughout the state of Colorado providing concurrent enrollment opportunities, workforce development courses, and experiential education intended to support the education of our diverse population. GOAL Academy also partners with judicial districts to support resolution of student truancy issues following a comprehensive intervention plan implemented by GOAL Academy staff members. Additionally GOAL Academy utilizes a robust student intervention program designed to support student success. The EOTS (Every Opportunity to Succeed) student intervention process includes in-house support services as well as partnerships with external agencies collaborating to support student challenges such as homelessness, economic hardships, teen parents, and student/family mental health issues. GOAL Academy recognizes that working with mental health agencies, the department of probation, housing agencies, food banks, homeless shelters, and other community agencies in which GOAL Drop In Centers and GOAL students are located is essential to student success. GOAL's collaborative community approach is a core value in serving a diverse population such as GOAL's. A complement to the EOTS systems is our academic support program which is inclusive of the utilization of diagnostic and prescriptive programs guided by a combination of reading and math interventionist support. Additional services are proved for English learners through a scaffolded approach with the utilization of tutoring services, tiered instruction, and designated staff at each site.

GOAL Academy historical participation rate on state assessments has been between 98% and 100% This past year our participation rates were in that range for both 12th grade CMAS-Science/Social Studies and the first round of PARCC testing. However, with all the media and statewide push to opt out our overall participation dropped to 91.2%. The school will continue to utilize the communication tools provided by CDE to communicate the importance and the value of student participation in the state assessments and will continue to work toward a minimum of 95% participation.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth

**Prior Year Target:** Reading: GOAL Academy's score is at the 48th percentile, with a target to increase 11 percentile points to 59th percentile

Writing: GOAL Academy's score is in the 43rd percentile, with a target to increase 10.5

**Performance on Target:** Unable to determine whether targets were met, as PARCC results specific to AEC percentiles were not released. The percentile ranking

for GOAL, compared to all schools was 1%tile in 2014 and remained 1%tile for 2015.

**Prior Year Target:** Math: GOAL Academy's score is at the 27th percentile, with a target to increase 8 percentile points to 35th perc

**Performance on Target:** Unable to determine whether targets were met, as PARCC results specific to AEC percentiles were not released. The percentile ranking for GOAL, compared to all schools was 1%tile in 2014 and remained 1%tile for 2015.

### Postsecondary & Workforce Readiness

**Prior Year Target:** GOAL Academy's completion/graduation rate was 43.8% with a target to increase the rate to 49.8%

**Performance on Target:** Completion/graduation rates for 2014-15 have not yet been released by CDE.

**Prior Year Target:** GOAL Academy's current dropout rate is 15.7% with a target to decrease it to 13%.

**Performance on Target:** Dropout rates have not yet been released by CDE

### Student Engagement

**Prior Year Target:** Decrease the truancy rate of 11.08% to 9%.

**Performance on Target:** The target was not met. The truancy rate for 2014-15 increased to 12.2%

### Academic Achievement Reflection

GOAL Academy set targets for Academic Achievement based upon the percentile ranking as compared with other Alternative Educational Campuses. The target was an 11 percentile point increase in English Language Arts, increasing from the 48th percentile to the 59th percentile and an 8 percentile point increase in math, increasing from the 27th percentile to the 35th percentile. We are unable to determine whether the target was met, because the achievement percentile rank was not figured for AEC's.

## 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

### Reflection

English Language Learner (ELL) data:

GOAL Academy is an online Alternative Education Campus (AEC) that provides supplemental instructional services in Listening, Speaking, Reading and Writing domains for 12% or

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406 English Language (EL) students classified as Non English Proficiency (NEP), Limited English Proficiency (LEP) and Fluent English Proficiency (FEP). GOAL Academy utilizes World-Class Instructional Design and Assessment (WIDA) ACCESS state assessment to measure yearly growth in all four domains.

In 2014-2015, GOAL Academy EL department assessed 406 EL students statewide with an overall increase of 9<sup>th</sup> percentile points from the prior year for all ELL students. This accomplishment is attributed towards the alignment of resources and instructional services offered by the academic instructional specialists, life coaches and bi-lingual tutors with a specific EL priority of services students based on needs. A 3-year trend on ACCESS results shows a steady increase.

2013 – 25<sup>th</sup> Growth %ile

2014 – 29<sup>th</sup> Growth %ile

2015 – 38<sup>th</sup> Growth %ile

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#### Internal Assessments:

##### Star 360:

In prior years GOAL Academy used the Accuplacer assessment as an internal tool to measure academic achievement and growth. However, immediately prior to the start of the 2014-15 school year, CDE determined that the version of Accuplacer used, was not a valid measure of academic achievement and growth. Given that decision, GOAL Academy took the year to research a number of assessment tools. In the spring of 2015 a small group of students piloted the Renaissance Star 360 Reading and Math assessment, which allowed the school to confirm the decision to switch to this internal assessment. Students took an initial Star 360 Math and Reading test at the beginning of 2015-16 school year, and this data provides us the baseline information to track achievement, growth, and to plan instruction for our students. Below is a snapshot of the baseline data showing the percentage of students at grade level, those on watch, those needing intervention and those needing urgent interventions.

##### Reading:

18.9% - At grade level

18.8% - On Watch

29.1% - Intervention

33.2% - Urgent Intervention

##### Math

28.8% - At grade level

18.8% - On Watch

24.7% - Intervention

27.7% - Urgent Intervention

With less than 20% of our students reading at grade level, and less than 30% of the students at grade level in math, the need for strong literacy and math interventions is a priority for 2015-16.

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#### PAIRIN Assessment

Pairin is a longitudinal, research-based, social / emotional measurement for non-academic essential skills. Pairin tracks over 100 changeable attitudes, motivations, and behavioral proficiencies attributed to success and preparedness for college and career readiness. The report outlines the results in three separate formats; student, teacher, and parent. Baseline data will highlight the skills which deserve the most focus with individual students and provides a mechanism to measure growth over time.

GOAL will administer the Pairin survey three times over the course of the year. Social / emotional data will form an additional lens to demonstrate student growth and will operate in tandem with STAR 360 academic data to provide a composite growth report for each student.

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**AdvancED Performance Accreditation process:**

GOAL Academy participated in an external review by an AdvancED team in April, 2015 and was granted accreditation status. The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings. As a result of the external review the team identified Powerful Practices as well as Improvement Priorities.

**Powerful Practices of GOAL Academy for Teaching and Assessing Learning are:**

- 1) Each student is supported by adult(s) having specified roles for building relationships with the student and supporting and advocating on behalf on the student's personal well-being and educational experience
- 2) Processes are personalized and individualized for contacting and communicating with families

**Areas of Improvement Priority for Teaching and Assessing Learning are:**

- 1) Align and implement a comprehensive program of professional learning that is based on an analysis of corporation, school and staff needs
- 2) Analyze and routinely use data to strengthen student achievement of learning expectations within each course
- 3) Define and commit to system-wide quality instructional practices within the academic programs
- 4) Improve instructional strategies to focus on each student's demonstration and attainment of academic content that is in alignment to clearly defined learning expectations
- 5) Train entire staff throughout the corporation and at each school on the interpretation and use of data to support student learning and corporation effectiveness

**Powerful Practices of GOAL Academy for Resource Utilization are:**

The corporation provides strong support systems to meet the physical, social and emotional needs of students throughout its schools

**Areas of Improvement Priority for Resource Utilization are:**

Develop and implement a formal, systematic process to determine the number of necessary personnel to support educational programs and the direction of the school.

PARCC results: As 2014-15 was the first time PARCC assessments were given, these results are baseline results, with no comparison being able to be made to TCAP scores.

GOAL Academy did have a 95+% participation rate in the assessment. For the PARCC assessment, Met and Exceed ratings are considered as passing, and Approached, Partially Met, and Did not Meet are not considered as passing.

**English Language Arts:**

Grade 9 - 5% Met, 20% were in the Approached category

Grade 10 - 4% Met, 18% were in the Approached category

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Grade 11 - 1% Exceeded, 11% Met, 24% were in the Approached category

Math -

Algebra 1 - 1% Met - 12% were in the Approached category

Algebra 2 - 0% Met - 7% were in the Approached category

Geometry - 1% Met - 12% were in the Approached category

#### 4. 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.

##### Academic Achievement (Status)

- With no new state assessment data for 2014-15, here are the trends from 2012-2014:
- 
- Reading
- School-wide Reading CSAP/TCAP Scores have essentially been stable. 2012 (N=448) - 42.8% P and A
- 2013 (N=1085) – 41.3% P and A
- 2014 (N=1325) – 41.28% P and A

##### Postsecondary & Workforce Readiness

- Completion Rate:
- 2011- 24.85 %    2012 - 31.3% 2013 – 42.8% 2014 – 43.8%
- GOAL Academy's completion rate has shown an increase from 2011 (24.85), to 2014 (43.8%).
- Dropout rate:
- 2011- 17.3    2012 – 10.2    2013 – 24.9    2014 – 15.7    2015 - 15.0
- It was discovered that there was an adjustment in how dropout coding was done on the EOY report between 2012 and 2013. Students who dropout over the summer, were previously not included in the school rate. Prior to this correction our rate was 11.5, which is a slight decrease in performance from 2012 when the dropout rate was 10.2 (not adjusted). The corrected rate for 2013 is 24.9. We will consider this a new baseline and write our plan to improve from this rate. The dropout rate decreased significantly from 2013- 24.9% to 2014 – 15.7%, and continue to go lower in 2015 with a 15% dropout rate.

### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

#### Priority Performance Challenge



#### Root Cause

Lack of academic growth:: Although GOAL Academy made a concentrated effort on remediating in the area of reading over the last four years, the growth achieved on internal and external assessments has not been reflected in the current measures for AEC norms.



Lack of high academic expectations for our students.: The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth is needed, while maintaining the ability to support the social-emotional needs of the students.

Resource allocation (Staffing levels): Based on needs identified by data trend analysis, timely response with essential instructional resources, that have delineated roles to properly address those identified needs. (Staffing levels are too low to adequately support the academic needs of our students)

Instructional Model: The instructional model relies too heavily upon the computer to deliver instruction, and doesn't allow the highly qualified teacher to effectively drive the course.

High truancy rate: The truancy rating of 12.3% is short of AEC norms of 7.69 %.



Lack of high academic expectations for our students.: The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth is needed, while maintaining the ability to support the social-emotional needs of the students.

Resource allocation (Staffing levels): Based on needs identified by data trend analysis,

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Low Completion rate: 3. GOAL Academy showed a significant increase in completion rate over the last four years, (24.85% in 2011 to 43.8% in 2014) and will continue to work towards the AEC norm of 55.8%. All disaggregated groups (Free/Reduced Lunch, Minority Students, Students with Disabilities and English Learners) received a Does Not Meet, so all strategies identified in the action plan to increase the completion rate will be implemented with these groups.



timely response with essential instructional resources, that have delineated roles to properly address those identified needs. (Staffing levels are too low to adequately support the academic needs of our students)

Lack of high academic expectations for our students.: The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth is needed, while maintaining the ability to support the social-emotional needs of the students.

Resource allocation (Staffing levels): Based on needs identified by data trend analysis, timely response with essential instructional resources, that have delineated roles to properly address those identified needs. (Staffing levels are too low to adequately support the academic needs of our students)

Instructional Model: The instructional model relies too heavily upon the computer to deliver instruction, and doesn't allow the highly qualified teacher to effectively drive the course.

High dropout rate: GOAL Academy's dropout rate of 15.0% (2014-15) is higher than the AEC norm of 11.3%



Lack of high academic expectations for our students.: The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth is needed, while maintaining the ability to support the social-emotional needs of the students.

Resource allocation (Staffing levels): Based on needs identified by data trend analysis, timely response with essential instructional resources, that have delineated roles to properly address those identified needs. (Staffing levels are too low to adequately support the academic needs of our students)

Instructional Model: The instructional model relies too heavily upon the computer to deliver instruction, and doesn't allow the highly qualified teacher to effectively drive the course.

### Reflection on Priority Performance Challenges

The areas of low academic growth, high truancy, low completion rate, and high dropout rate were identified as priority improvement (challenges) opportunities, as GOAL Academy's progress in these areas are not meeting AEC standards and improving the school's performance in these areas are essential to the previously identified school-wide goals. While we will continue to work diligently towards ensuring every student shows at least one year's growth in one year's time in reading and math, recent national research indicates that High-Risk students will need substantially longer time frames to achieve one year of academic growth. We will also remain focused on the pursuit of 100% graduation rate.

### Reflection on Root Cause

The root causes were selected after data analysis of course completion results and assessments results, through dialogue with staff members representing multiple ed. zones, and also confirmed by the AdvancED independent review team.

Excerpts from the AdvancED report that assisted the committee in verification of the root causes are included below.

Lack of high academic expectations:

A review of coursework revealed that while students are allowed multiple attempts at assessments to meet or exceed minimum thresholds ranging from 60%-70% mastery, Learning Specialists expressed that attention to strengthening students' understanding and achievement of course learning expectations is often sacrificed in favor of course completion. A focus on strengthening student achievement of learning expectations in each course—particularly core courses—is essential to improving academic growth and achievement on state assessments and ultimately GOAL's SPF score.

Instructional model:

To the credit of GOAL Academy, the organization constantly seeks ways to enable students for academic success. To that end, the corporation adheres to a framework built on relationships, relevance and rigor—in that order. The organization has proven that students will achieve success better through strong relationships with caring staff, followed by engagement in content that is relevant to their circumstances, followed by the rigor of the content. GOAL Academy is implementing an accelerated pathway for students who are extremely deficit in credits from their traditional high schools. In such cases, GOAL Academy identifies specific skill sets for each student to acquire in order to successfully complete courses and credits. A focus on obtaining credits or partial credits rather than student achievement scores as helped students to progress successfully through their coursework. However, parents and staff report that, in many cases, the rigor or comparability of the courses to like courses provided in traditional schools may be somewhat questionable. Or, the school permits a very low mastery level for achievement of course credits. GOAL Academy should engage in robust discussion of quality learning by all students, further define quality within the instructional program, and embed procedures for monitoring the implementation of a quality instructional program across all courses.

Resource Allocation:

Interviews with various stakeholders indicated that there is a lack of appropriate numbers of highly qualified teachers within courses to ensure student engagement. During interviews, teachers revealed their student caseloads to be extremely high thus only giving them "time to grade" assignments. Teachers articulated that they had difficulty to find time to contact parents or students. Parents and students claimed the number one area of improvement for GOAL Academy was to "hire more teachers". Some students declared "I can never get in contact with my teacher" or "When I am stuck and need help from my teacher, I don't get a response back".

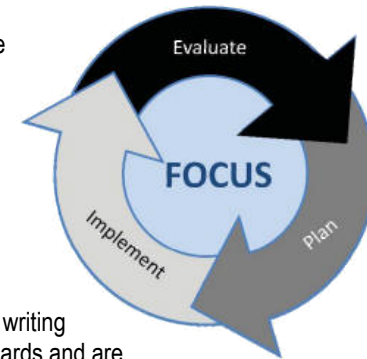
Also during classroom walkthroughs, teachers expressed that their large caseload gave them limited opportunity to give their student substantive feedback relative to quality of academic performance.

## 1. Summary/Conclusion

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

## School Target Setting Form

### Academic Growth

Subject		R
Priority Performance Challenge		Lack of academic growth:
Annual Performance Targets	2015-2016	Baseline Star 360 Reading results:
		18.9% - At grade level
		18.8% - On Watch
		29.1% - Intervention
		33.2% - Urgent Intervention
		Target: Decrease the percent of students in the bottom two categories by 5% and increase the percent of students in the top two categories by 5%.
		23.9% - At grade level
		23.8% - On Watch
		24.1% - Intervention
		28.2% - Urgent Intervention

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	2016-2017	Target: Decrease the percent of students in the bottom two categories by 10% and increase the percent of students in the top two categories by 10%.
Interim Measures		Star 360 mid-year test administration.
Subject		
		M
Priority Performance Challenge		
		Lack of academic growth:
Annual Performance Targets	2015-2016	Baseline Star 360 Math Results: 28.8% - At grade level 18.8% - On Watch 24.7% - Intervention 27.7% - Urgent Intervention Target: Decrease the percent of students in the bottom two categories by 5% and increase the percent of students in the top two categories by 5% 33.8% - At grade level 23.8% - On Watch 19.7% - Intervention 22.7% - Urgent Intervention
	2016-2017	Target: Decrease the percent of students in the bottom two categories by 10% and increase the percent of students in the top two categories by 10%.
Interim Measures		Star 360 mid-year test administration.

## Postsecondary & Workforce Readiness

Subject		Completion Rate
Priority Performance Challenge		
		Low Completion rate
Annual Performance Targets	2015-2016	Meet or exceed the state AEC expectations of 55.8%
	2016-2017	Meet or exceed the state AEC expectations of 55.8%
Interim Measures		Track core course completions to ensure that students remain on track for graduation.

## Student Engagement

Subject		Truancy Rate
Priority Performance Challenge		High truancy rate
Annual Performance Targets	2015-2016	9%
	2016-2017	7%
Interim Measures		Track weekly attendance and course engagement rates.

## Action Planning Form for 2015-16 and 2016-17

### Major Improvement Strategy: Instructional Model:

Align internal data systems and structures to provide student-centered and data-driven instructional support. The change to the Instructional Model will be a shift in focus from credit attainment (which includes elective credit), to a competency based system aligned to the Colorado Department of Education guidelines. This will include the use of core academic data and Social Emotional data provided by a body of evidence (STAR 360 Assessment, Reading Plus Insight, Pairin, ACT, Accuplacer, CMAS). Internal metrics will focus on individual student growth measured periodically throughout the school year. We will use said data to help efficiently staff areas of need.

### Root Cause(s) Addressed:

Instructional Model

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Sep. 2015 - Jan. 2016

#### Baseline Data Analytics

##### Description:

Baseline data sets will be analyzed and SMART goals will be established for all stakeholder groups. The data set will encompass internal metrics from STAR 360, Reading Plus Insight, and Pairin.

##### Implementation Benchmarks:

Evidence of progress will include:

Differentiated Professional Development provided to all stakeholders for  
body of evidence analysis

Learning Plan creation

SMART goal development

Creation of standards aligned, competency based benchmarks

Data aligned learning plans for each student integrating initial benchmarks

Growth focused SMART goals for students, Life Coaches, Sites, Regions, State support, are created

Progress monitoring plan

School Code: 3475

School Name: GOAL ACADEMY

	<p><b>Resources:</b> Digital Assessments, Professional Development, Data Systems, Allocation of Personnel</p> <p><b>Key Personnel:</b> CAO (Chief Officer of Academics), COSS (Chief Officer of Support Services), Director of SS/LA Integrations, Director of Math/Science Integrations, Director of Assessment, Director of Compliance, FAST Coordinator, Literacy Coordinator, Regional Directors, Instructional Staff, Counseling Staff</p> <p><b>Status:</b> In Progress</p>
<p>Jun. 2016 - Aug. 2016</p>	<p><b>Differentiated professional development aligned to growth targets</b></p> <p><b>Description:</b> Development of individualized learning plans for each staff member which are data aligned, driven by staff input, research based, and supported through varied resources (mentors, university partnerships, conferences, field based observations/research).</p> <p><b>Implementation Benchmarks:</b> Individualized Staff Learning plans created upon data analysis of cohort growth. Professional Development Strands made available to each individualized staff based on Staff Learning Plans Staff feedback on efficacy of plans as it relates to impact on practice</p> <p><b>Resources:</b> Data Systems, Professional Development teams (expertise in each strand), Documentation system of successful completion of Professional Development Competencies, UCSD (University of California San Diego) partnerships for Social Emotional Skill Set Development.</p> <p><b>Key Personnel:</b> CEO (Chief Executive Officer), CAO (Chief Academic Officer), COSS (Chief Officer of Support Services), RD's (Regional Directors), Data Teams (in house staff expertise differentiated by strands).</p>

**Status:**

In Progress

**Major Improvement Strategy:** Alignment of resource allocation to meet academic needs.

Assess student growth data trends and instructional needs through needs assessment and allocate personnel resources to ensure highest impact instructional staff are married to highest need areas.

**Root Cause(s) Addressed:**

Resource allocation (Staffing levels)

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

☒ State Accreditation   ☒ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

### Action Steps

Sep. 2015 - Nov. 2015

#### Assess student growth trends and instructional needs

##### Description:

Review internal baseline data sets for academic (STAR 360) and Pairin to surface primary areas of focus/need.

##### Implementation Benchmarks:

Analysis of data sets

Determine priority areas through balanced assessment of academic growth and social / emotional growth

Disaggregate data sets by subgroups: ESS, EL, and multiple high risk indicators

Professional development activities targeting understanding and buy-in of targeted areas surfaced through data analysis: agendas, learning products

##### Resources:

STAR 360 assessment system, Pairin (social/emotional metric), internal demographic data

##### Key Personnel:

CAO (Chief Officer of Academics), COSS (Chief Officer of Support Services), Director of SS/LA Integrations, Director of Math/Science Integrations, Director of Assessment, Director of Compliance, FAST Coordinator, Literacy Coordinator, Regional Directors, Instructional Staff, Counseling Staff

School Code: 3475

School Name: GOAL ACADEMY

	<b>Status:</b> Complete
Oct. 2015 - Jan. 2016	<b>Allocation of personnel resources according to critical needs</b>  <b>Description:</b> Determine highest leverage resources in personnel allocation and map resources to critical need areas by location, population subset, and “ground level” input.  <b>Implementation Benchmarks:</b> Data analysis Needs assessment Budget review and analysis Staffing plan aligned to significant data trends Audit of staffing ratios  <b>Resources:</b> Title I, ELPA, PPR,  <b>Key Personnel:</b> CEO (Chief Executive Officer), CAO (Chief Officer of Academics), COSS (Chief Officer of Support Services), Director of SS/LA Integrations, Director of Math/Science Integrations, Director of Assessment, Director of Compliance, FAST Coordinator, Literacy Coordinator, Regional Directors, Instructional Staff, Counseling Staff  <b>Status:</b> In Progress
Oct. 2015 - Jan. 2016	<b>Data-aligned roles and responsibilities</b>  <b>Description:</b> Evaluate roles and responsibilities of positions to ensure alignment to critical data need areas

School Code: 3475

School Name: GOAL ACADEMY

**Implementation Benchmarks:**

Staffing plan

Position descriptors audit

Staff feedback as it relates to individual clarity on role and responsibilities

Progress in growth per internal metrics (Core passer rating, STAR 360, Pairin, Reading Plus)

**Resources:**

Data systems

Data analysis

**Key Personnel:**

CEO (Chief Executive Officer), CAO (Chief Officer of Academics), COSS (Chief Officer of Support Services),,, representative staff from all areas: counseling, instruction, life coach, Education Zone Director

**Status:**

In Progress

**Major Improvement Strategy:** Modify the school culture to foster high academic expectations of students  
Create a Culture that fosters high academic expectations of students

**Root Cause(s) Addressed:**

Lack of high academic expectations for our students.

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

☒ State Accreditation    ☒ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Sep. 2015 - Jan. 2016

**Define the attendance and engagement expectation for the online student**

**Description:**

Changing a school culture is a complex undertaking. As discussions around the topic unfolded it became apparent that this would not be a simple task. Budgeting, staffing, policy making, job descriptions, hiring, and professional development, are just a few of the areas that contribute to the culture. Each of these decisions sends a message to staff, students, parents and stakeholders. A guiding principle of GOAL Academy has always been to do what is good for students. That is a solid principle, but we need to shift the thinking to include, "Do what is good for students, and leads to academic growth." In light of the magnitude of the task of a culture shift, the school will focus efforts on the largest groups of the school workforce, the life coach and our students. The first step of the action plan will be to define the expectations of attendance and engagement for the online student and ensure that every staff member and student clearly understands the expectations.

**Implementation Benchmarks:**

Definition of weekly successful engagement levels finalized.

Communication plan created to communicate expectations to all staff.

Communication plan implemented and all staff members receive knowledge of the engagement expectations.

Build staff "buy-in" for the expectations and train them with appropriate responses to the obstacles presented by students as expectations are increased.

Expectations communicated to students and parents.

**Resources:**

This step does not require additional funding.

School Code: 3475

School Name: GOAL ACADEMY

	<p><b>Key Personnel:</b> Leadership team, Department heads, Academic Support Team, Regional Directors, Zone directors, Counseling department, Life Coaches</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - Oct. 2016	<p><b>Develop tools to track student engagement</b></p> <p><b>Description:</b> Develop systems and tools that will allow the life coach to quickly and accurately track each student's weekly engagement activities and academic progress. Simplifying this step will allow life coaches, tutors, and academic specialists the time to support the academic needs of the students.</p> <p><b>Implementation Benchmarks:</b> Staff trained on SIS and LMS systems, and have the ability to obtain and interpret reports to manually track student engagement, until reliable system tools can be developed Hire data base programmer Obtain graphic interface system Reliable, accurate and easy-to-use tool in place and staff trained to use it.</p> <p><b>Resources:</b> Additional funding for new personnel and graphic interface system</p> <p><b>Key Personnel:</b> Technology/data department, Leadership team</p> <p><b>Status:</b> In Progress</p>

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

**Unified Improvement Plan  
Signature Cover Page (school level)  
2015-2016**


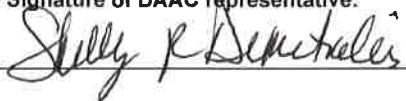
**School Name**            **Horizon Middle School**

Improvement Plan Type	Performance

<b>School Improvement Planning Team:</b> Names of people who were involved in the preparation of the plan.	
<b>Name</b>	<b>Position</b>
Arcia M. Eisele	
Shaunna-Walewski	
Shelly R. Demetrelis	
Paul J. [Signature]	Resource Teacher
Richard Amicon	LA Teacher

**School Accountability Committee:**

- Date the Plan was presented to SAAC for review:  
Tuesday, Sept 15, 2015
- Signature of Principal:  

- Signature of SAC Chairperson:  
\_\_\_\_\_
- Signature of DAAC representative:  
  
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## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **4102** School Name: **HORIZON MIDDLE SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **English Language Arts Achievement:** Percentile Rank:  
The school is currently performing below the 50th percentile in English Language Arts as indicated by mean scale scores on PARCC.
- **Math Achievement:** Percentile Rank:  
The school is currently performing below the 50th percentile in Math as indicated by mean scale scores on PARCC.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Standards and Instruction:** There has been inconsistent use of utilizing standards in planning for and delivering instruction. An over reliance on curriculum, and textbooks, has occurred due to a lack of consistent expectations and freedom to incorporate effective instructional techniques. There have not been consistent expectations for collaborative planning time and staff has not always had the opportunities to participate in discussions to improve teaching and learning.
- **Intervention:** There have not been consistent processes in place or expectations for providing effective intervention for students within the normal school day. Students have been grouped based on ability during core classes and students with high intervention needs have not been given the opportunity to take enrichment classes and have been placed in intervention classes in their place. There have not been consistent expectations for intervention classes nor resources in place to support effective implementation. We have lacked "real" data that ties directly to intervention needs and processes.
- **Culture:** Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. There has been a lack of adequate, purposeful, and meaningful feedback provided to students and staff.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **#1 - Culture:** Implement strategies to create a culture of respect and high expectations among staff and students.
- **#2 -Standards and Instruction:** Enhance the knowledge, implementation, and planning of purposeful, standards-based instruction, including improving the use of effective instructional practices: concept-based teaching, differentiated instruction, cooperative learning, inquiry, and higher-level questioning.
- **#3 - Intervention:** Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

School Code: **4102**

School Name: **HORIZON MIDDLE SCHOOL**



## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☐ State Accreditation Improvement Support Grant
 ☒ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

## Additional Information about the School

### Comprehensive Review and Selected Grant History

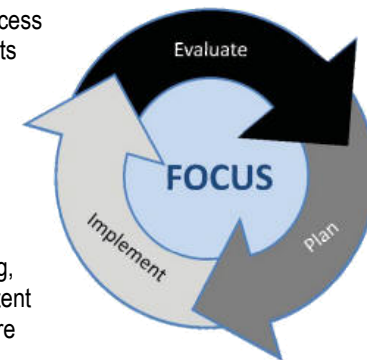
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** *Horizon Middle School serves approximately 650 students in 6th – 8th grade and is located on the eastern edge of Colorado Springs. Horizon is on the southwest border of the Falcon School District 49 boundary. Horizon is a school-wide Title I school with approximately 53% of our students qualifying for free or reduced lunch. Horizon is an authorized International Baccalaureate school delivering the Middle Years Programme (MYP). All students enrolled at Horizon are part of the IB program. All students take classes covering all areas of IB curriculum and criteria including: Mathematics, Individuals & Societies, Sciences, Language & Literature, Language B (Spanish or French), Physical & Health Education, Design (Gateway to Technology, Industrial Arts, Broadcasting, Media), Arts (visual arts, choir, band, orchestra, theater). Horizon also has a strong English Language Development program that services approximately 10% of our students. Horizon services students who have an Individualized Education Plan (IEP), who account for approximately 13% of our school population. In addition to providing SLD (specific learning disability) and Speech-Language services, center-based programs include services for students designated SED (serious emotional disability), SSN (significant support needs), and ID (intellectual disability). Horizon’s student population is diverse for our district, the make-up of our student population includes approximately 52% white, 27% Hispanic, 9% black, 8% multi-racial, and 3% Asian. Approximately 52% of our students are male and 48% female. The Unified Improvement Plan was developed with input from, and reviewed by, our staff during team and leadership meetings. Our School Accountability Committee (SAC) also reviewed our plan and Title budget and our community was able to provide input through and parent survey.*

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth Gaps

**Prior Year Target:** Reading -

The percentile ranking as compared to other schools in Colorado 2015 will increase by 4 percentile points to the 43rd percentile or above.

**Performance on Target:**

**Prior Year Target:** Math -

The percentile ranking as compared to other schools in Colorado 2015 will increase by 6 percentile points to the 45th percentile or above.

**Performance on Target:**

**Prior Year Target:** Writing -

The percentile ranking as compared to other schools in Colorado 2015 will increase by 6 percentile points to the 58th percentile or above.

**Performance on Target:**

### Academic Growth Gaps Reflection

Although this data, specifically related to prior year targets, is not available, Horizon observed increases in mean scale score percentile rank. In PARCC language arts, we observed increases in mean scale percentile ranking in 6th and 7th grades overall and for the subgroups of: minority students, free/reduced lunch eligible, and english learners. In PARCC math, we observed increase in mean scale percentile ranking in 7th grade and for all students overall and for the subgroups of: minority students, free/reduced lunch eligible, and english learners.

Percentile Rank

In 2014, a goals were set to increase the schools percentile rank in all grade levels and content areas. The District Percentile Rank Report, released in February 2015, indicate that Horizon is making gains in percentile rank.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

*Horizon's performance on state assessments in reading, math and writing has decreased in each area over the past three years. 2014 TCAP data show an overall decrease of 5% since 2012, with 8<sup>th</sup> grade exhibiting the largest decrease in performance of 10%. Over this same time period, our ELL and SPED populations have shown slight, 2 and 3% increases. 2014 TCAP data continue to show concerns with math performance. From 2012 to 2014, overall math performance has decreased by 9%, with all grade showing similar dips in performance between 8-10%. However, over the past year we have experienced slight increases in both 6<sup>th</sup> and 8<sup>th</sup> grades. Although our ELL and SPED performance has decreased slightly and remained stable over three years, both experienced slight increase over the past year. In writing, 2014 TCAP data show an overall decrease of 5% since 2012, with 7<sup>th</sup> and 8<sup>th</sup> grade exhibiting the largest decreases in performance of 7 & 8%. Over this same time period, our ELL and SPED populations have shown 3% increases, while over the last year these groups have shown increases in performance of 8% and 5%. In reviewing 2015 PARCC data, we see a lot of room for improvement. Our scores in reading and math are lower than the district and state in all grades and subjects. In 6<sup>th</sup> and 7<sup>th</sup> grade we are between 2-8% lower than district and state averages. Our gap, and concern, is higher as we look at 8<sup>th</sup> grade scores where 12-19% lower than district and state averages. Although this data is not good, we believe there are many factors that negatively affected these scores, some within our control. Prior to the start of the school year we were able to hire quality people to fill positions, last year we were short one math teacher. We made significant changes to the personnel, particularly in 8<sup>th</sup> grade, to improve our practice and teaching. This year we have taken a major step forward in the quality and consistency of teaching practices and planning. We are confident we will see significant improvement in scores on 2016 PARCC.*

*We began utilizing new measures for assessing student performance in reading and math with the start of the 2014 school year. We are now utilizing ReadingPlus as a screener for all students at the beginning, middle, and end of year. We are then utilizing this data to develop and deliver interventions for students through ReadingPlus that are designated "low-efficiency-low capacity". We are excited about the results we are seeing from our initial year of implementation, 2014, to our beginning of the year (BOY) results in 2015. Our beginning of the year, 2014 data, showed our 6<sup>th</sup> grade students at 5.1 for comprehension (based on Lexile scores), 5.2 for vocabulary (based on Lexile scores), and students reading 113 words per minute (wpm). Our BOY 2015 data show 6<sup>th</sup> grade students at 7.1 for comprehension, 6.1 for vocabulary, and reading 121 wpm. This is an average increase in 6<sup>th</sup> grade scores of 2.0 in comprehension, .9 in vocabulary, and 8 wpm. When looking at the same data for 7<sup>th</sup> grade students, we see at BOY 2014, 7<sup>th</sup> grade students scored 6.1 for comprehension (based on Lexile scores), 6.4 for vocabulary (based on Lexile scores), and students reading 127 words per minute (wpm). Our BOY 2015 data show 7<sup>th</sup> grade students at 8.1 for comprehension, 6.9 for vocabulary, and reading 126 wpm. This is an average increase in 7<sup>th</sup> grade scores of 2.0 in comprehension, .5 in vocabulary, and a decrease of 1 wpm. When looking at the same data for 8<sup>th</sup> grade students, we see at BOY 2014, 8<sup>th</sup> grade students scored 7.3 for comprehension (based on Lexile scores), 7.2 for vocabulary (based on Lexile scores), and students reading 143 words per minute (wpm). Our BOY 2015 data show 8<sup>th</sup> grade students at 8.5 for comprehension, 7.9 for vocabulary, and reading 130 wpm. This is an average increase in 8<sup>th</sup> grade scores of 1.2 in comprehension, .7 in vocabulary, and a decrease of 13 wpm. In looking at the data even further and comparing "same" students as they transition from grade to grade, we see as 6<sup>th</sup> (2014) grade students move into 7<sup>th</sup> grade (2015) there was a 3.0 increase in comprehension, from 5.1 to 8.1, a 1.7 increase in vocabulary, from 5.2 to 6.9, and an increase of 13 wpm, from 113 to 126. As students moved from 7<sup>th</sup> (2014) grade to 8<sup>th</sup> (2015) there was a 2.4 increase in comprehension, from 6.1 to 8.5, a .8 increase in vocabulary, from 6.4 to 7.2, and an increase of 3 wpm, from 127 to 130. These results provide a strong indication that the improvements we are making to planning, instruction, and culture across the building are having a positive impact. In looking at mid-year, 2015 data we see positive signs in ReadingPlus data. Overall as a school, we see .5 gain in composite scores (the goal over a year is 1). In 6<sup>th</sup> grade the gain was .4, in 7<sup>th</sup> grade the gain was .3, and in 8<sup>th</sup> grade we see a gain of .7. As our scores were higher at the beginning of the school year than a year ago, and still seeing an overall gain to mid-year, this is positive data.*

*\*We did not meet the 95% participation requirement overall and with several subgroups in reading and writing. Our overall participation rate for reading and writing*

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

was 93.4%, we also didn't meet the participation rate with minority students (94%) and students with disabilities (87%). The participation rate was met for free/reduced students (95.4%) and english language learners (96.1%). With continued training and communication with our parents and students, we anticipate our participation rate to improve in future years.

In math, we began using Scholastic Math Inventory (SMI) in 2014 as a beginning, middle, and end of year screener. We also added an additional screening period at the end of Quarter 1 this year. Our beginning of the year, 2014 results, showed 31% of our students at a "basic" level, which is considered below grade level. Beginning of the year SMI results also showed 61% of students at a "below basic" level which is far below grade level. End of year (may 2015) SMI results show 26% of students at a basic level and 59% at the below basic level. Although some growth is noted, it is less than expected. However, it is important to note that SMI made changes to their categories and ranges for scores during the year, so we used a different set of ranges at the beginning and end of year. In looking at comparison scores from 2014 to 2015, we see that 6<sup>th</sup> grade (2014) had a quantile score of 643 and (2015) score of 650, an increase of 7 points. 7<sup>th</sup> grade (2014) had a quantile score of 691 and (2015) score of 602, a decrease of 89 points. 8<sup>th</sup> grade (2014) had a quantile score of 715 and (2015) score of 723, a increase of 8 points. In looking at the data even further and comparing "same" students as they transition from grade to grade, we see as 6<sup>th</sup> (2014) grade students move into 7<sup>th</sup> grade (2015) there was a 41 point decrease in quantile score, from 643 to 602. As students moved from 7<sup>th</sup> (2014) grade to 8<sup>th</sup> (2015) there was a 32 point increase in quantile score, from 691 to 723. Although we did not see the same kind of positive results from 2014 to 2015 in math as reading, we have made significant changes to planning, instruction, and assessment in math. We will continue to make changes and look at results, specifically in 6<sup>th</sup> grade as there seemed to be more of a drop off as kids moved from 6<sup>th</sup> to 7<sup>th</sup> grade. We did not test SMI school-wide, mid year 2015, and instead only tested our students who have been receiving math intervention, this is approximately 35-40 students per grade level. With these students, all grade level averages had an increase from the beginning of the year.

\*We did not meet the 95% participation requirement overall and with all subgroups in math. Our overall participation rate was 92.6%, we also didn't meet the participation rate with minority students (93.6%), students with disabilities (89.5%), free/reduced students (93.3%), and english language learners (88.2%). The participation rate was met for free/reduced students (95.4%) and english language learners (96.1%). With continued training and communication with our parents and students, we anticipate our participation rate to improve in future years.

Horizon is showing positive signs and improvement in growth, particularly in the areas of reading, writing, and English Language Proficiency (ELP) in the 2014 school performance framework (SPF). Both reading and writing have overall ratings of "meets" and ELP has a rating of "exceeds". In looking at our 2014 longitudinal data we are seeing more mixed results. As students move from 5<sup>th</sup> to 8<sup>th</sup> grade approximately 35% are moving up a level from either partially proficient to proficient or from proficient to advanced. However, approximately 31% of students in these grades have moved down a level, from proficient to partially proficient. In writing, approximately 30% are moving up a level from either partially proficient to proficient or from proficient to advanced. However, approximately 25% of students in these grades have moved down a level, from proficient to partially proficient. As in achievement, math remains an area of concern as the overall rating is "approaching". Our longitudinal data is also concerning. As students move from 5<sup>th</sup> to 8<sup>th</sup> grade approximately 15% are moving up a level from either partially proficient to proficient or from proficient to advanced. However, approximately 59% of students in these grades have moved down a level, from proficient to partially proficient or from partially proficient to unsatisfactory.

Although reading and math (SPF) have and overall rating of "approaching" over 1 and 3 years, in the area of growth gaps, we are seeing positive signs in many subgroups as performance has increased by more than 5%, even though the MPG was not met. In writing, we have an overall rating of "meets" over 1 and 3 years, with all subgroups, except Students with Disabilities, meeting MPG. Although MPG was not met for Students with Disabilities, the MPG increased by 14% over previous year. In reading, over 1 year, Students with Disabilities, English Learners, and Students Needing to Catch Up did not meet MPG. However, over 1 year, Students with Disabilities experienced an 8% increase in MPG over the previous year. In math, over 1 year, Minority Students, Students with Disabilities, English Learners, and Students Needing to Catch Up did not meet MPG. However, Minority Students experienced an 8% increase in MPG over the previous year, English Learners

experienced a 13% increase over the previous year, Students with Disabilities experienced an 10% increase in MPG over the previous year, and Students Needing to Catch Up experienced a 6% increase in MPG over the previous year.

*As indicated in a recent needs assessment completed by the Flippen Group, we have an issue with the design and delivery of math instruction. Meaning the taught curriculum is not necessarily standards driven and instructional strategies need to vary in order to meet the demand the standards require. This same needs assessment indicates an issue with delivery of reading instruction. We have a need to spend more quality time on instructional strategies that actively engage students in learning as well as aligning strategies and learning experiences to the level of thinking standards demand. Our goal is to provide a consistent model, feedback, and expectations on the instructional design and delivery of standards. We have a need to collaborate, participate in professional development, and provide support to staff, students, and parents in order to gain consistent improvement in learning, achievement, expectations, and culture. Through staff collaboration, feedback, and observations we have been able to verify these concerns and have determined: There has been inconsistent use of utilizing standards in planning for and delivering instruction. An over reliance on curriculum, and textbooks, has occurred due to a lack of consistent expectations and freedom to incorporate effective instructional techniques. There have not been consistent expectations for collaborative planning time and staff has not always had the opportunities to participate in discussions to improve teaching and learning.*

*A needs assessment completed by the Flippen Group in the spring of 2014 and again by the Cultural Compass survey of students, parents, and staff completed in 2015 indicates a concern and need to address the morale and culture, as well as increasing focus on consistent strategies and expectations. Through one on one interviews with teachers and parent feedback, many of these concerns have been verified. Staff want and have the desire to improve and do great things for kids, but desire support and focus. We have also identified a need to increase dialogue and corrective teaching with students as we continue to develop a student driven culture. This also includes placing enhanced responsibility and accountability with students academically and behaviorally. In addition, providing consistent motivation and recognition for students for their academic achievement is necessary. We've identified that our parents, particularly our ELL parent population, need to be more engaged in the school and with student learning. Through school walk-throughs and teacher interviews, we have identified a need to improve relationships and communication with students and families while also establishing a culture focused on students and pride in self and school. We have verified this need and the belief that Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. There has been a lack of adequate, purposeful, and meaningful feedback provided to students and staff. We are very excited about the results we are seeing from the continued implementation of our Renaissance program as well as the implementation, this year, of BoysTown-(Well-Managed Classroom). During the first quarter, we have approximately 326 students make Renaissance, which is a reflection of their grades (3.0 or higher) and behavior (no discipline referrals). This is over 100 more students that Renaissance at any point/quarter during the 2014-15 school year. Also, BoysTown has contributed significantly to improving our overall culture and expectations across the school. During the first quarter we saw a 37% decrease in referrals, going from 76 to 48 over the same time period compared to last year. Although our current quarter is not complete, our data shows a similar trend. Referrals are up from 1st quarter, but there is a significant decline in referrals compared to the same time period last year.*

*We have a need to provide intensive support and intervention in reading and math in all grades. We need to utilize technology to assist in the delivery of intervention as well as enhancement for students. Our goal is to utilize technology in a blended learning model with instructional staff. We also have a need to improve the implementation and use of best practices, including establishing a culture of high expectations and a commitment to student learning, growth, and improvement. We've identified a need to increase services, support, and achievement for all students. Through collaboration, feedback, and discussion we agree: There have not been consistent processes in place or expectations for providing effective intervention for students within the normal school day. Students have been grouped based on ability during core classes and students with high intervention needs have not been given the opportunity to take enrichment classes and have been placed in intervention classes in their place. There have not been consistent expectations for intervention classes nor resources in place to support effective implementation. We have lacked "real" data that ties directly to intervention needs and processes.*

**\*\*All staff is Highly Qualified each year. Staff is retained through a variety of instructional support systems and through staff development provided throughout the year as well as ongoing feedback from the Instructional Coach. A culture of pride and high expectations creates an environment and place where staff want to be.**

#### 4. 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.

#### Academic Achievement (Status)

- Reading -
- Achievement on TCAP in grades 6-8 has declined 5% over the last 3 years: 2012- 72% P/A, 2013-69% P/A, 2013-67% P/A.
- We have experienced a 2% decrease in 6th grade scores and decreases of 3% and 10% in 7th and 8th grades of the same over the last three years.
- In the past year, 7th grade scores experienced a 1% increase. 6th and 8th grades experienced a decrease of 3% and 2% in the past year.
- We have experienced a 2% increase in the performance of our ELL students over the past three years.
- Overall, ELL students scoring proficient or advanced in reading is 42%, a decrease from the previous year (48%), but an increase over three.
- Over 3 years the performance of our students with disabilities has increased, with an overall 3% increase in performance over the three years.
- In the past year, students with disabilities scores have increased performance from 15% P/A to 28% P/A.
- The percentage of our students scoring unsatisfactory has experienced a 4% increase over 3 years.
- Overall, 9% of students are scoring unsatisfactory in reading, grades 6-8.
- Our 2014 beginning of the year ReadingPlus data shows 54% of our students, grade 6-8, are below grade level and are designated as low-efficiency and low-capacity.
- Math -
- Achievement on TCAP in grades 6-8 has declined 9% over the last 3 years: 2012- 55% P/A, 2013-46% P/A, 2013-46% P/A.
- We have experienced a 10% decrease in 6th grade scores and decreases of 9% and 8% in 7th and 8th grades of the same over the last three years.
- In the past year, 6th grade scores experienced a 3% increase, 8th grade scores experienced a 4% increase, and 7th grade scores experienced a decrease of 8% in the past year.
- We have experienced a 2% decrease in the performance of our ELL students over the past three years.
- Overall, ELL students scoring proficient or advanced in math is 33%, a increase from the previous year of 6%, but a slight decrease over three years of 2%.
- Over 3 years the performance of our students with disabilities has remained the same, with 14% P/A.
- In the past year, students with disabilities scores have decreased performance from 16% P/A to 14% P/A.
- The percentage of our students scoring unsatisfactory in 6-8 grade has experienced a 9% increase over 3 years.
- Overall, 20% of students are scoring unsatisfactory in math, grades 6-8.
- Our 2014 beginning of the year Scholastic Math Inventory (SMI) data on shows 23% of our student, grades 6-8, are proficient or advanced.
- SMI results show 33% of students, grades 6-8, are at a Basic level, below grade level.
- SMI results show 44% of students, grades 6-8, are Below Basic, far below grade level.
- Writing -

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- Achievement on TCAP in grades 6-8 has declined 5% over the last 3 years: 2012- 63% P/A, 2013-60% P/A, 2013-58% P/A.
- Performance in 6th grade scores has remained the same over three years, 59% P/A.
- Performance has decreased in both 7th and 8th grades over three years. A decrease of 7% in 7th grade and 8% in 8th grade.
- We have experienced a 3% increase in the performance of our ELL students over the past three years.
- Overall, ELL students scoring proficient or advanced in reading is 40%, an increase from the previous year (32%), and an increase over three years of 3%.
- Over 3 years the performance of our students with disabilities has increased, with an overall 3% increase in performance over the three years.
- In the past year, students with disabilities scores have increased performance from 12% P/A to 17% P/A.
- The percentage of our students scoring unsatisfactory has experienced a 2% increase over 3 years.
- Overall, 3% of students are scoring unsatisfactory in writing, grades 6-8.

### Academic Growth

- Math -
- An Academic Growth rating of approaching over 1 year and over 3 years.
- Adequate growth was not made over 3 years -Median Growth Percentile achieved over 3 years is 42. Median Adequate Growth Percentile needed to achieve over 3 years is 71.
- Adequate growth was not made over 1 year -Median Growth Percentile achieved over 1 year is 40. Median Adequate Growth Percentile needed to achieve over 1 year is 67.
- We have begun utilizing a new screener for math achievement and growth with the start of the 2014 school year that is directly tied to our system of intervention. We will monitor the growth at Middle and End of year.
- Longitudinal data shows:
- From 5th to 6th grade, 5% of our students moved up a level, from partially proficient to proficient and 5% moved from proficient to advanced. 7% of students moved down a level, from proficient to partially proficient and 10% moved from partially proficient to unsatisfactory.
- From 6th to 7th grade, 2% of our students moved up a level, from partially proficient to proficient and 3% moved from proficient to advanced. 14% of students moved down a level, from proficient to partially proficient, 12% moved from partially proficient to unsatisfactory, and 5% moved from advanced to proficient.
- From 7th to 8th grade, 3% of our students moved up a level, from partially proficient to proficient and 3% moved from proficient to advanced. 6% of students moved down a level, from proficient to partially proficient, 3% moved from advanced to proficient, and 10% moved from partially proficient to unsatisfactory.

### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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

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strategies is encouraged.

## Priority Performance Challenge



## Root Cause

English Language Arts Achievement: Percentile Rank:

The school is currently performing below the 50th percentile in English Language Arts as indicated by mean scale scores on PARCC.



**Standards and Instruction:** There has been inconsistent use of utilizing standards in planning for and delivering instruction. An over reliance on curriculum, and textbooks, has occurred due to a lack of consistent expectations and freedom to incorporate effective instructional techniques. There have not been consistent expectations for collaborative planning time and staff has not always had the opportunities to participate in discussions to improve teaching and learning.

**Intervention:** There have not been consistent processes in place or expectations for providing effective intervention for students within the normal school day. Students have been grouped based on ability during core classes and students with high intervention needs have not been given the opportunity to take enrichment classes and have been placed in intervention classes in their place. There have not been consistent expectations for intervention classes nor resources in place to support effective implementation. We have lacked “real” data that ties directly to intervention needs and processes.

**Culture:** Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. There has been a lack of adequate, purposeful, and meaningful feedback provided to students and staff.

Math Achievement: Percentile Rank:

The school is currently performing below the 50th percentile in Math as indicated by mean scale scores on PARCC.



**Standards and Instruction:** There has been inconsistent use of utilizing standards in planning for and delivering instruction. An over reliance on curriculum, and textbooks, has occurred due to a lack of consistent expectations and freedom to incorporate effective instructional techniques. There have not been consistent expectations for collaborative planning time and staff has not always had the opportunities to participate in discussions to improve teaching and learning.

**Intervention:** There have not been consistent processes in place or expectations for providing effective intervention for students within the normal school day. Students have

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been grouped based on ability during core classes and students with high intervention needs have not been given the opportunity to take enrichment classes and have been placed in intervention classes in their place. There have not been consistent expectations for intervention classes nor resources in place to support effective implementation. We have lacked “real” data that ties directly to intervention needs and processes.

Culture: Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. There has been a lack of adequate, purposeful, and meaningful feedback provided to students and staff.

### Reflection on Priority Performance Challenges

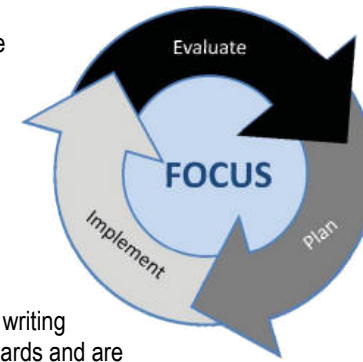
### Reflection on Root Cause

## 1. Summary/Conclusion

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		English Language Arts Achievement
Annual Performance Targets	2015-2016	Increase the English Language Arts Mean Scale Score Percentile Rank by 10 points
	2016-2017	Increase the English Language Arts Mean Scale Score Percentile Rank by 10 points
Interim Measures		Common School and Zone Assessments
		Beacon/Amplify
		ReadingPlus
		*to be chosen for 2016-17 district assessment

Subject		M
Priority Performance Challenge		Math Achievement

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Annual Performance Targets	2015-2016	Increase the Math Mean Scale Score Percentile Rank by 10 points
	2016-2017	Increase the Math Mean Scale Score Percentile Rank by 10 points
Interim Measures		<p>Common School and Zone Assessments</p> <p>Beacon/Amplify</p> <p>SMI</p> <p>Math 180</p> <p>*to be chosen for 2016-17 district assessment</p>

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: #1 - Culture

Implement strategies to create a culture of respect and high expectations among staff and students.

#### Root Cause(s) Addressed:

Culture

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Jul. 2015 - Jul. 2015

#### Instructional Coach

#### Description:

Hire an Instructional Coach to provide specific feedback and coaching to teachers on best instructional practices.

#### Implementation Benchmarks:

Instructional support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and quarterly formal/informal evaluation

#### Resources:

2015 – 16

Title \$\$ –

salary \$72,1789

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	<p>benefits - \$21,837</p> <p><b>Key Personnel:</b> Principal, Instructional Coach</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Substitute Teachers</b></p> <p><b>Description:</b> Substitute teachers will be utilized in order to provide opportunities for teachers to attend professional development model and participate in peer observation and coaching opportunities.</p> <p><b>Implementation Benchmarks:</b> Feedback and evaluation of professional development and observations.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal, Teaching Staff, Administrative Secretary</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Jun. 2016	<p><b>Staff Training</b></p> <p><b>Description:</b> Staff training in effective instructional practice and integration, implementation of instructional program, creating an environment/culture of high expectations focused on students. - IB, differentiated instruction, Renaissance (PRIDE), KAGAN, math, reading, and writing.</p>

	<p><b>Implementation Benchmarks:</b> Feedback and evaluation of professional development and observations.</p> <p>July 2015 - Renaissance Training - 7 staff attended -implementation of school-wide Renaissance program and rallies</p> <p>July 2015 - IB training - Head of Schools training</p> <p>November 2015 - IB training -</p> <p><b>Resources:</b> 2015 – 16 Title – \$12,500</p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - Jul. 2015	<p><b>BoysTown training</b></p> <p><b>Description:</b> Train all staff in BoysTown. Bring in Well-Managed School training for all certified staff. Training will take the restorative justice dialogue training to the next level. BoysTown will provide staff with specific, necessary and needed strategies to utilize in correcting student behaviors and improve consistency across the school in how staff approach each situation.</p> <p><b>Implementation Benchmarks:</b> Evidence of improved dialogue and relationships between staff and students as well as between students. Evidence of</p>

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	<p>increased student achievement on end of year assessments. Reduction in office referrals.</p> <p>All staff implementing BoysTown skills and language as evidenced in formal and informal observations</p> <p><b>Resources:</b> 2015 – 16 Title – \$19,734</p> <p><b>Key Personnel:</b> Principal, Assistant Principal, Teaching Staff</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Renaissance Committee</b></p> <p><b>Description:</b> Provide stipend for implementing Renaissance school improvement/pride program and expectations. Renaissance will help create high expectations for academic and behavioral performance of students, increasing motivation and school spirit. Stipend will be split equally among committee members (team will meet throughout school year to plan assemblies and activities).</p> <p><b>Implementation Benchmarks:</b> Evidence of increased student achievement and motivation. Attendance at events. Number of students reaching academic and behavioral goals. Number of students making Renaissance requirements each quarter</p> <p><b>Resources:</b> 2015 – 16 Title – \$3,000</p>

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	<p><b>Key Personnel:</b> Administrators, Instructional Staff.</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Parent Involvement</b></p> <p><b>Description:</b> Increase parent involvement through Open House, Pastries with Parents. Literacy/math parent information nights, ELL parent nights, Arts night, culture night. Purchase student planners to increase communication between home and school</p> <p><b>Implementation Benchmarks:</b> Feedback from Title I parent survey of programs at the end of the programs. Student use of planners</p> <p>August 2015 -Open House August 2015 - Pastries with Parents October 2015 - Arts on the Lawn Winter 2015 - Band and Choir concerts October 2015 - PT conferences February 2016 - PT conferences Spring 2016 - Band and Choir concerts April 2016 - Parent Night, 5th Orientation</p> <p><b>Resources:</b> 2015 – 16 Title –</p>

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	<p>\$3,000</p> <p><b>Key Personnel:</b> All Instructional and Administrative staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Feedback</b></p> <p><b>Description:</b> Provide continuous feedback and staff development on the expectations for creating, supporting, and maintaining a student-focused environment.</p> <p><b>Implementation Benchmarks:</b> Evidence of increased use of effective instructional practices through evaluation and collaborative conversations with evaluators.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, Instructional Staff.</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - Nov. 2015	<p><b>Veterans Day</b></p> <p><b>Description:</b> Connect with the community through Veterans Day assembly and other various guest speakers throughout the school (historical conflict, bullying, chemistry, Constitution, engineering/design)</p>

	<p><b>Implementation Benchmarks:</b> Scheduling and completion of assemblies/guest speakers.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All Instructional and Administrative staff</p> <p><b>Status:</b> Not Started</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Project-based learning</b></p> <p><b>Description:</b> Implement project-based learning opportunities through grant writing, construction, design, and experimental learning through GreenHouse project. Greenhouse will be utilized for community outreach and to supply fresh food and plants to various community organizations.</p> <p>Prior to GreenHouse installation, projects will be developed outside that focus on HydroPonics and the utilizing of water to grow a variety of plants/vegetables - using fish to fertilize.</p> <p><b>Implementation Benchmarks:</b> Grant writing process to gain funding for greenhouse. Greenhouse built, designed, and utilized for instruction.</p> <p>GreenHouse purchased and installed - April 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b></p>

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	<p>All Instructional and Administrative staff</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - May. 2016	<p><b>Self-Advocacy</b></p> <p><b>Description:</b> Implement Why Try and SmartGirl curriculum to support student self-management and advocacy.</p> <p><b>Implementation Benchmarks:</b> Evidence of groups formed and met with.</p> <p>Self-Advocacy skills improved</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Counselors</p> <p><b>Status:</b> Not Started</p>
Sep. 2015 - May. 2016	<p><b>IB</b></p> <p><b>Description:</b> Increased focus and instruction with Approaches to Learning and Learner Profile in all classes.</p> <p><b>Implementation Benchmarks:</b> Evidence of increased collaboration and planning to incorporate these skills into daily lessons.</p>

	<p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Oct. 2015 - Feb. 2016</p>	<p><b>ICAP</b></p> <p><b>Description:</b> Ensure implementation, review, and revision of ICAP process each year for all students</p> <p><b>Implementation Benchmarks:</b> Evidence of ICAP completion and revision during the 2015-16 school year</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, counselors, GTT teacher</p> <p><b>Status:</b> Not Started</p>
<p>Aug. 2015 - Aug. 2015</p>	<p><b>Bullying</b></p> <p><b>Description:</b> Bring in speaker, Fabian Ramirez, on Bullying and Self Advocacy. Assembly will be held for students as well as a Night event for parents. Students and parents will learn to recognize and deal with bullying and conflict, as well as self-advocacy strategies.</p>

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	<p><b>Implementation Benchmarks:</b> Assembly is scheduled for August 27, 2015. Parent event scheduled for August 27, 2015</p> <p><b>Resources:</b> Title I - \$2,500</p> <p><b>Key Personnel:</b> Administrators, Teachers, Parents</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Common Expectations</b></p> <p><b>Description:</b> Develop, implement, enforce, and review consistent, common, expectations across the school for students and staff. Expectations will be taught and enforced school-wide by all staff so there is consistency in expectations. Common expectations will include expectations for: hallway behavior, headphone use, cell phone use, food in classrooms/hallways, hats in the building, etc....</p> <p><b>Implementation Benchmarks:</b> Expectations developed, reviewed with staff, and implemented by all staff throughout the year. Student assemblies will be held on the first day of school that all students and staff will attend to review expectations.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrative team, Staff</p>

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	<b>Status:</b> Complete
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**Major Improvement Strategy: #2 -Standards and Instruction**

Enhance the knowledge, implementation, and planning of purposeful, standards-based instruction, including improving the use of effective instructional practices: concept-based teaching, differentiated instruction, cooperative learning, inquiry, and higher-level questioning.

**Root Cause(s) Addressed:**

Standards and Instruction

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Jul. 2015 - Jul. 2015

**Instructional Coach**

**Description:**

Hire an Instructional Coach to provide specific feedback and coaching to teachers on best instructional practices

**Implementation Benchmarks:**

Instructional support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and quarterly formal/informal evaluation

**Resources:**

2015 – 16

Title –

salary \$72,1789

benefits - \$21,837

**Key Personnel:**

Principal, Instructional Coach

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	<p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Substitutes</b></p> <p><b>Description:</b> Substitute teachers will be utilized in order to provide opportunities for teachers to attend professional development, model and participate in peer observation and coaching opportunities.</p> <p><b>Implementation Benchmarks:</b> Feedback and evaluation of professional development and observations.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal, Teaching Staff, Administrative Secretary</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Staff Training</b></p> <p><b>Description:</b> Staff training in effective instructional practice and integration, implementation of instructional program, creating an environment/culture of high expectations focused on students. - IB, differentiated instruction, Renaissance (PRIDE), KAGAN, math, reading, and writing.</p> <p>Provide opportunities for professional development for staff to adequately support and incorporate instructional best practices in reading and writing and IB strategies into learning and instruction.</p>

	<p><b>Implementation Benchmarks:</b> Feedback and evaluation of professional development and observations.</p> <p>July 2015 - Renaissance Training - 7 staff attended -implementation of school-wide Renaissance program and rallies</p> <p>July 2015 - IB training - Head of Schools training</p> <p>November 2015 - IB training -</p> <p><b>Resources:</b> 2015– 16 Title – \$12,500</p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Master Schedule</b></p> <p><b>Description:</b> Develop a master schedule that provides additional, common, planning time for instructional staff to collaborate and plan aligned, standards-based instruction.</p> <p><b>Implementation Benchmarks:</b> Schedule developed and implemented</p> <p><b>Resources:</b></p>

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	<p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - Aug. 2015</p>	<p><b>Common Plan time</b></p> <p><b>Description:</b> Develop a schedule and expectations for Professional Learning Community (PLC) time that creates expectations for: planning, analyzing data, reviewing IB units-criteria-rubrics, contacting parents, collaboration, and Rtl</p> <p><b>Implementation Benchmarks:</b> Schedule developed and implemented</p> <p>Monitoring and feedback throughout school year to determine, and ensure, planning time is purposeful, useful, and focused on students and improving instruction.</p> <p><b>Resources:</b> 2015– 16 Title – \$12,500</p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Professional Learning time</b></p>

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School Name: HORIZON MIDDLE SCHOOL

	<p><b>Description:</b> Provide time for staff to “norm” their expectations for use of rubrics on a continuous basis. Provide time for vertical alignment and professional development during staff development days as well through Intensive Learning Team (ILT) committee.</p> <p><b>Implementation Benchmarks:</b> Schedule developed and implemented Expectations and agenda for early release days</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Instructional staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Instructional Planning</b></p> <p><b>Description:</b> Incorporate High-Impact instructional strategies (cooperative learning, effective questioning, learning maps, into planning and curriculum development Utilize backwards design to build and create quality units and assessments.</p> <p><b>Implementation Benchmarks:</b> Schedule developed and implemented</p> <p>Monitoring and feedback throughout school year to determine, and ensure, planning time is purposeful, useful, and focused on students and improving instruction.</p>

	<p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Instructional staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>STEM and Robotics</b></p> <p><b>Description:</b> Provide opportunities for project-based, PLTW (project lead the way), STEM learning for all students through science, math, and PRIDE classes. This includes offering after school opportunities through the Robotics club.</p> <p><b>Implementation Benchmarks:</b> Feedback and evaluation of staff and lessons.</p> <p>Robotics club established, meeting, and competing.</p> <p><b>Resources:</b> 2015 – 16 Title I – \$4,500</p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Instructional Staff</p> <p><b>Status:</b> In Progress</p>
	<p><b>World Languages</b></p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

<p>Aug. 2015 - Aug. 2015</p>	<p><b>Description:</b> Ensure master schedule provides time for year-long world language instruction for all students.</p> <p><b>Implementation Benchmarks:</b> Administrators, World Language Staff Schedule developed and implemented</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, World Language Staff</p> <p><b>Status:</b> Complete</p>
<p>Apr. 2016 - May. 2016</p>	<p><b>GreenHouse</b></p> <p><b>Description:</b> Implement project-based learning opportunities through grant writing, construction, design, and experimental learning through GreenHouse project. Greenhouse will be utilized for community outreach and to supply fresh food and plants to various community organizations.</p> <p><b>Implementation Benchmarks:</b> Spring 2016 -GreenHouse purchased and installed</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All Instructional and Administrative staff</p>

	<p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>IB School</b></p> <p><b>Description:</b> Continue as an IB school and meeting the requirements of offering the MYP programme.</p> <p><b>Implementation Benchmarks:</b> Ability to meet the requirements of an IB school and implementing the MYP programme as demonstrated through IB visitation to the school every 5 years.</p> <p><b>Resources:</b> Title -  Yearly MYP fee Title – \$9,280</p> <p><b>Key Personnel:</b> All Instructional and Administrative staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Aug. 2015	<p><b>Innovation Institute</b></p> <p><b>Description:</b> Provide alternative option of education to 6th grade students. Offer students the opportunity to be in the Innovation Institute. This class will be a self-contained class, open to 50 students who apply, that focuses on project-based learning and the utilization of technology, 1 to 1, to enhance their learning.</p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

**Implementation Benchmarks:**

Class developed, planned, applicants chosen, implemented for the 2015-16 school year

**Resources:**

Zone funds

**Key Personnel:**

Innovation Teachers (2), Principal

**Status:**

In Progress

**Major Improvement Strategy: #3 - Intervention**

Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.

**Root Cause(s) Addressed:**

Intervention

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**After School Study Lab**

**Description:**

Offer Before/After- school tutoring for students needing additional support in Math and Language Arts.  
3 days per week- Tuesday, Wednesday, Thursday

**Implementation Benchmarks:**

Improved classroom performance and summative assessments, SMI, ReadingPlus, PARCC.  
  
Attendance at study lab and improved grades - also more students making Renaissance

**Resources:**

2015 – 16  
Title I - \$3,000  
for stipends for teachers to meet with students after school

**Key Personnel:**

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	<p>Teaching Staff, Principal</p> <p><b>Status:</b> In Progress</p>
Sep. 2015 - Oct. 2015	<p><b>Technology</b></p> <p><b>Description:</b> Purchase technology to increase student access of intervention curriculum and to increase student access for use in writing and research.</p> <p>Purchase 16 ChromeBooks to assign to Special Education SLD classrooms/teachers in order to more effectively deliver ReadingPlus and BURST math interventions on a consistent basis.</p> <p><b>Implementation Benchmarks:</b> Additional ChromeBooks purchased and utilized to implement interventions</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
Jul. 2015 - Jul. 2015	<p><b>Interventionist</b></p> <p><b>Description:</b> Hire an Interventionist to provide reading and/or math interventions to student in 6th, 7th, 8th grade. Interventionist will also be very involved in RtI process, collecting and analyzing data, collaborating with teachers and parents and ensure students are receiving needed intervention.</p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	<p><b>Implementation Benchmarks:</b> December 2015 – evaluation of interventions and mid-year data</p> <p>May 2016 – evaluation of interventions and end-of-year data</p> <p>Successful development and implementation of effective Rtl processes and documentation in each grade level.</p> <p>Successful utilization of data in determining students intervention needs and making schedule adjustments to meet needs</p> <p><b>Resources:</b> 2015 – 16 Title I – Salary - \$50,410 Benefits - \$15,123</p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>ELD Paraprofessional</b></p> <p><b>Description:</b> Hire a full-time para-professional to support ELL students in the classroom</p> <p><b>Implementation Benchmarks:</b> May 2016 -Improved performance and engagement of ELL students</p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	<p>Increased support for ELD students in the classroom</p> <p>Improved WIDA results</p> <p><b>Resources:</b> 2015 – 16 Title I – Salary - \$12,832 Benefits - \$3,850</p> <p><b>Key Personnel:</b> Principal, ELD teacher</p> <p><b>Status:</b> Complete</p>
<p>Sep. 2015 - Feb. 2016</p>	<p><b>Knowledge Bowl</b></p> <p><b>Description:</b> Provide stipend to staff for implementing Knowledge Bowl, providing opportunity to students to showcase their skills (approx. 25 meetings &amp; competition)</p> <p><b>Implementation Benchmarks:</b> February 2016 - Success and participation in Knowledge Bowl team</p> <p>Variety of students involved in and participating in Knowledge Bowl practices and competition</p> <p><b>Resources:</b> 2015 – 16 Title I –</p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	<p>\$1,400</p> <p><b>Key Personnel:</b> Principal, Teaching staff</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - Jan. 2016</p>	<p><b>Geography Bowl</b></p> <p><b>Description:</b> Provide stipend to staff for implementing Geography Bowl, providing opportunity to students to showcase their research and literacy skills (approx. 12 meetings &amp; competition)</p> <p><b>Implementation Benchmarks:</b> February 2016 - Success and participation in Geography Bowl team</p> <p>Variety of students involved in and participating in Geography Bowl practices and competition</p> <p><b>Resources:</b> 2015 – 16 Title I – \$600</p> <p><b>Key Personnel:</b> Principal, Teaching staff</p> <p><b>Status:</b> In Progress</p>
	<p><b>Battle of the Books</b></p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

Oct. 2015 - Apr. 2016	<p><b>Description:</b> Provide stipend to staff for implementing Battle of the Books, providing opportunity to students to showcase their reading and comprehension skills (approx. 15 meetings &amp; competition)</p> <p><b>Implementation Benchmarks:</b> April 2016 - Success and participation on Battle of the Books team</p> <p>Variety of students involved in and participating in Battle of the Books practices and competition</p> <p><b>Resources:</b> 2015 – 16 Title I – \$1,000</p> <p><b>Key Personnel:</b> Principal, Teaching staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Adult English Classes</b></p> <p><b>Description:</b> Offer Adult English, and US citizenship classes to parents and community members (classes offered two nights per week)</p> <p><b>Implementation Benchmarks:</b> Participation and attendance of parents and community members at classes– throughout 2015-2016 school years.</p> <p><b>Resources:</b></p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	<p>2015 – 16</p> <p>Stipends for Teacher</p> <p>Title I \$3,000</p> <p><b>Key Personnel:</b></p> <p>Principal, English Language Development Teacher</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Aug. 2015 - Dec. 2015</p>	<p><b>Supplies</b></p> <p><b>Description:</b></p> <p>Purchase additional, supplemental materials to support math and reading instruction; Big Ideas journals, CPM algebra textbooks &amp; tiles, NLC books for reading groups, additional novels,</p> <p><b>Implementation Benchmarks:</b></p> <p>Purchasing of resources</p> <p>Success of students utilizing resources and results of building, district, state assessments</p> <p>Increased students support and engagement as observed through observations and evaluation</p> <p><b>Resources:</b></p> <p>2015 – 16</p> <p>Title I –</p> <p>\$4,500</p> <p><b>Key Personnel:</b></p> <p>Principal, Teaching staff</p> <p><b>Status:</b></p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	In Progress
Aug. 2015 - May. 2016	<p><b>BrainPop</b></p> <p><b>Description:</b> Utilize technology as a resource for providing interventions in reading and math. Purchase BrainPop Jr subscription to provide students with online access to tools that can enhance and support learning that can be utilized at school and home. Yearly Subscription cost = \$1,500</p> <p><b>Implementation Benchmarks:</b> Purchase/renewal of subscription Utilization of BrainPop in a variety of classrooms across the school</p> <p><b>Resources:</b> 2015 – 16 Title I – \$1,500</p> <p><b>Key Personnel:</b> Principal, Teaching staff, IB Coordinator</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Discovery Education</b></p> <p><b>Description:</b> Utilize technology as a resource for providing interventions in reading and math. Purchase Discovery Education subscription to provide additional, supplemental, online resources for staff to utilize to enhance learning and instruction.</p> <p><b>Implementation Benchmarks:</b></p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	<p>Purchase/renewal of subscription Utilization of Discovery Education in a variety of classrooms across the school</p> <p><b>Resources:</b> 2015 – 16 Title I – \$1,600</p> <p><b>Key Personnel:</b> Principal, Teaching staff, IB Coordinator</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>Progress Monitoring</b></p> <p><b>Description:</b> Utilize AimsWeb for progress monitoring in reading and math for special education students and those receiving intensive intervention – Tier 3</p> <p><b>Implementation Benchmarks:</b> Success and achievement of students and utilization of progress monitoring data. Movement of students out of intervention support</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administration, Instructional Staff</p> <p><b>Status:</b></p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	In Progress
Aug. 2015 - Aug. 2015	<p><b>Master Schedule</b></p> <p><b>Description:</b> Through master schedule, ensure all students have the opportunity to participate in enrichment classes.</p> <p><b>Implementation Benchmarks:</b> Master Schedule developed and implemented.</p> <p>All students enrolled in at least one enrichment class</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal, Counselors</p> <p><b>Status:</b> Complete</p>
Aug. 2015 -	<p><b>Intervention Classes</b></p> <p><b>Description:</b> Implement MobyMax and SumDog math, for individual and small-group intervention. Purchase online license to provide additional math intervention.</p> <p>Implement ReadingPlus for individual and small group reading intervention. 3 year license was purchased before 2014-15 school year</p> <p><b>Implementation Benchmarks:</b> Licenses purchased, technology purchased and provided to teachers for student use to complete intervention program.</p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	<p>AimsWeb progress monitoring data shows students improving in skill</p> <p>Pre and post assessment from ReadingPlus and BURST</p> <p>Students ability to move out of intervention classes</p> <p><b>Resources:</b> 2015-16 Title I – \$2,400 -80 math BURST licenses, \$30 per license</p> <p><b>Key Personnel:</b> Principal, Teaching staff, Interventionist</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2016 - May. 2017</p>	<p><b>Math 180</b></p> <p><b>Description:</b> We will implement a new system for math intervention, Math 180, to give students and teachers a consistent and proven system for math intervention. We will utilize 75 licenses school-wide.</p> <p><b>Implementation Benchmarks:</b> BOY - training of teachers, licenses assigned to appropriate students MOY - review of data and student scores on common district/zone/school assessments, students receiving intervention adjusted based on assessment results EOY - review of data and student scores on common district/zone/school assessments and PARCC</p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

**Resources:**

**Key Personnel:**

Zone leader, school administration, math teachers, intervention teacher, instructional coach

**Status:**

Not Started

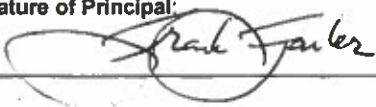

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

ility Committee UIP Signature Page

ine Classical Academy D49  
ig Performance

Team: Names of people who were involved in the must be included. Please type name and role.		School Accountability Committee:
	Position	
	Community Rep.	1) Date the Plan was presented to SAC for review:
	PTO	Tues., March 8 <sup>th</sup> , 2016
T	TEACHER	2) Signature of Principal:
ey	Parent	
	Parent	3) Signature of SAC Chairperson:
	Academic Coach	
	BOARD	4) Signatures of additional SAC members who reviewed the plan:
	PRINCIPAL	
ter	Assistant Principal	

## Amplify Progress Planning Tool for mCLASS®: DIBELS Next®

### Decreasing the percentage of students reading at Well Below Benchmark levels

#### Overview of Tool:

Welcome to the Amplify Progress Planning Tool for mCLASS®:DIBELS Next®. This tool utilizes data from mCLASS users across the nation to provide schools and districts with a meaningful comparative perspective for their progress during the school year. Schools that begin the year with a similar percentage of students reading Well Below Benchmark are grouped as a cohort, which is then divided into five groups (quintiles) by ranking the schools based on their students' performance at the end of the year. The progress made by schools in each of these groups has been characterized as Well Above Average, Above Average, Average, Below Average, or Well Below Average.

#### Benefit of Tool:

This tool is designed to serve two purposes for schools and their districts:

1. To provide context for your school's performance during the 2014-15 School Year (e.g., was the progress that your school made typical/average - or was it below/above average?).
2. To facilitate realistic goal setting for the 2015-16 School Year. For example, if your school desires to perform better than your peers during this upcoming school year, what percentage of students will need to be scoring Well Below Benchmark at the Middle of Year and End of Year administrations?

#### Step 1: Evaluate your progress for 2014-15

Enter the percentage of students that scored Well Below Benchmark for the Beginning of Year (BOY) and End of Year (EOY) administrations during the 2014-15 School Year (the grey highlighted cells). The chart will then display the category of progress associated with your school's results. Please note that the tool permits you to evaluate progress for the entire school (for all assessed grades at once) as well as on a specific grade-by-grade basis that should be especially helpful to teachers when evaluating their results for the year.

2014-15 BOY to EOY Progress - All Grades			
Select Grade Range	BOY % Well Below Benchmark	EOY % Well Below Benchmark	Level of Progress
Grades K-5			

2014-15 BOY to EOY Progress - Individual Grades			
Grade	BOY % Well Below Benchmark	EOY % Well Below Benchmark	Level of Progress
Kindergarten	27%	19%	Well Below Average Progress
1st Grade	34%	12%	Well Above Average Progress
2nd Grade	11%	12%	Below Average Progress
3rd Grade	13%	15%	Well Below Average Progress
4th Grade	11%	9%	Below Average Progress
5th Grade	1%	3%	Average Progress

#### Step 2: Set progress goals for 2015-16

Select the level of progress that your school would like to make in the 2015-16 School Year (Average, Above Average, or Well Above Average). Then, enter the percentage of students that scored Well Below Benchmark during your BOY administration (the grey highlighted cells). If you have not yet administered BOY for this year, you can enter the data from last year for now, and update your goal once you have the data for the current year.

2015-16 Goal Setting - All Grades				
Select Grade Range	Desired Level of Progress	BOY % of students reading Well Below Benchmark	MOY % Well Below Benchmark Goal Range	EOY % Well Below Benchmark Goal Range
Grades K-5	Above Average Progress			

2015-16 Goal Setting - Individual Grades				
Grade	Desired Level of Progress	BOY % of students reading Well Below Benchmark	MOY % Well Below Benchmark Goal Range	EOY % Well Below Benchmark Goal Range
Kindergarten	Above Average Progress	45% → 28%	13 - 19%	6 - 11%
1st Grade	Above Average Progress	45% → 30%	25 - 32%	20 - 28%
2nd Grade	Above Average Progress	24% → 22%	17 - 20%	14 - 17%
3rd Grade	Above Average Progress	23% → 23%	16 - 18%	13 - 17%
4th Grade	Above Average Progress	23% → 12%	16 - 20%	10 - 13%
5th Grade	Above Average Progress	26% → 17%	19 - 24%	17 - 21%

Below Avg.  
Above Avg.  
Avg.  
Below Avg.  
Well Above  
Well Above

School WRES

**Accreditation Rating** Resonance

[illegible]

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **5779** School Name: **MERIDIAN RANCH INTERNATIONAL SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading-K-2 Early Literacy Growth Gaps:** In K-2 Early Literacy the number of students who are proficient in NWF come the beginning of 2nd grade is below that cohort's scores from prior years and below our standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was a decrease in proficiency from 1st to 2nd grade in NWF of 11%.
- **Math Growth Gaps:** Our median growth percentile in TCAP for 4th and 5th grade declined from 58% in 2012, to 52% in 2013, to 40% in 2014 and the growth target information in Scantron followed suit going from 70% of students of a particular cohort meeting their growth target in 2011, to 67% in 2012, and to 57% 2013.
- **Writing Growth Gaps between Males/Females:** There was an achievement gap of more than 22% of females being proficient vs. male proficiency. Over the same time period of time 10% more girls were meeting their median growth goal than boys.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Math curriculum did not satisfy CAS: Math:**
  - No consistency in math programs over the past few years and Inconsistency and lack of vertical alignment
  - Curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards
  - The implementation of the Common Core standards occurred in stages within the district, whereas Scantron shifted to the Common Score Standards three years ago.
- **Writing is not connected to text nor does it interest males topically.: Writing:**
  - Lack of topics/prompts that engage our male population in writing
  - Lack of training and commitment to the writing curriculum last year
- Implement CKLA and continue to work with writing and reading together with textual support and critical thinking.
- **MRES lacks a focus on Phonemic Awareness and Phonics skills across all grades.: Reading:**
  - MRES lacks professional development in early literacy skills such as phonics and phonemic awareness
  - No progress monitoring NWF in DIBELS after BOY in 2nd grade
- CKLA implementation to make phonics systematically aligned in K-2.

School Code: **5779**

School Name: **MERIDIAN RANCH INTERNATIONAL SCHOOL**

- 
- Implement Sonday to improve Phonics automaticity with SRD population.
- 
- Continue using Burst to improve strategic scores in DIBELS

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Use Eureka Math curriculum to deliver increased rigor and exceed CAS.:** Raise our level of rigor in math in order to increase our overall growth rates.
- **Increase Male engagement in writing with topics chosen and writing about text.:** Increase the level of proficiency of our male writers in order to close the 22% gap between our boy/girl subgroup in Writing.
- **Use CKLA to systematically target foundational literacy skills.:** Foundational skills, like phonics, are shown by research to improve and sustain reading growth allowing all students to read by 3rd grade.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

School Code: 5779

School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Kimberly Leon, Principal
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Name, Title	Ed Kulbacki, Assistant Principal
Email	ekulbacki@d49.org
Phone	(719) 494-2909
Mailing Address	10480 Rainbow Bridge Dr Peyton, CO Colorado 80831

## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No

School Code: 5779

School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

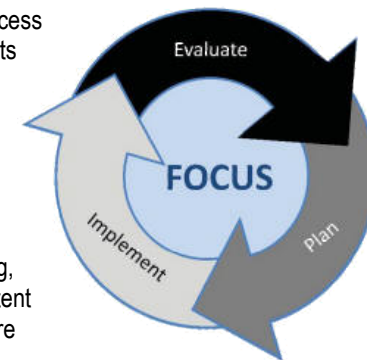
No

School Code: 5779

School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL

### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description: Narrative:** Meridian Ranch Elementary School (MRES) is located in Eastern El Paso County in Falcon School District 49. We are a public elementary school servicing students in grades K-5. Meridian Ranch has approximately 714 students that all receive core and differentiated instruction in Math, Reading, Writing, and Perspective courses (Gym, Music, Art, Technology, and Project Based Learning).

As part of our Unified Improvement Plan development the DLT (Data Leadership Team) members reviewed the 1 year and 3 year school performance frameworks to begin the school improvement planning process. Staff participated in a data dig exploring test scores from assessments such as TCAP, DIBELS, and Scantron scores from the past 3 years at Meridian Ranch. The team found trends in the disaggregated data amongst many different subgroups. They then prioritized those trends analyzing what growth points should be attacked immediately to target growth and success for the students at MRES. DLT team members then collaborated to identify the priority performance challenges from the eight identified data trends that led to the development of action steps by the BLT (Building Leadership Team) to improve our student achievement. Both the DLT and BLT are made up of different members of the staff and include teachers and administration. The following describes the data trends and Priority Performance Challenges found in MRES data for the staff and students to focus on during the 2014-2015 school year as we all strive to continue to be a high performing school in the Falcon School District. Meridian Ranch is a "Performance" school.

#### 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

School Code: 5779

School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL

## Academic Growth Gaps

**Prior Year Target:** Academic Growth Gaps (Reading) Even though 81.3% of our students of our students are P/A in reading, our current state percentile ranking is only 70th in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 5.4% from 70% to 75.4%

**Performance on Target:** According to the Achievement Percentile Rank report indicates that we met the target by reaching the 76th percentile.

**Prior Year Target:** Academic Growth Gaps (math)-Even though 62.5% of our students of our students are P/A in math, our current state percentile ranking is only 66th in the state. Our goal is to increase our school percentile ranking in math as measured by CMAS/PARCC by 6.5% from 66% to 72.5%

**Performance on Target:** According to the Achievement Percentile Rank report indicates that we met the target by reaching the 78th percentile.

**Prior Year Target:** Academic Growth Gaps (writing)-Even though 68.8% of our students of our students are P/A in reading, our current state percentile ranking is only 53rd in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 7.1% from 60% to 67.1%

**Performance on Target:** According to the Achievement Percentile Rank report indicates that we met the target by reaching the 76th percentile.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

We meet in all three Performance indicators including Academic Achievement, Academic Growth, and Academic Growth Gaps. However, in our disaggregated data Students with disabilities are "approaching" in Reading, Writing, and Math. Free and Reduced students are in them "does not meet" range in Writing. Meridian Ranch's data shows that the school "meets" in all other data subgroups. The performance target set for Meridian Ranch in the previous UIP was that all subgroups would improve median growth percentile by 5 percentile points or to 55 if adequate growth was met. The 2014 School Performance Framework shows that Meridian Ranch met most of the performance goals set in the 2013 UIP. However, "minority students" in mathematics decreased from 51% to 44% and remained at Approaching. At the same time "students needing to catch up went from the 66th percentile in 2013 to the 47th percentile in 2014. Subgroup totals were at "Meets" or "Exceeds" in total for all subjects in 2014 except for Mathematics, which is "Approaching".

	2012 TCAP Writing % of P/A (grades 3-5)			2013 TCAP Writing % of P/A (grades 3-5)			2014 TCAP Writing % of P/A (grades 3-5)	
Girls	71			71			73	
Boys	47			49			50	
<b>MATH</b>								
2011-2012				Met Target	Growth Category			
Location	Count	Enrolled	(%)	Far Below	Below	Above	Far Above	Mean SS
Meridian Ranch	279	1705	60%	40	72	75	92	2357
Aggregate	279	1705	60%	40	72	75	92	2357
2012-2013				Met Target	Growth Category			Testing Period 1(7/25/12 to 9/14/12)
Location	Count	Enrolled	(%)	Far Below	Below	Above	Far Above	Mean SS
Meridian Ranch	270	1705	57%	36	80	95	59	2350
Aggregate	270	1705	57%	36	80	95	59	2350
2013-2014				Met Target	Growth Category			Fall(7/29/13 to 9/30/13)
Location	Count	Enrolled	(%)	Far Below	Below	Above	Far Above	Mean SS

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School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL

Meridian Ranch	429	1705	52%	50	155	178	46	2272
Aggregate	429	1705	52%	50	155	178	46	2272



#### 4. 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.

##### Academic Growth Gaps

- Reading- for minority students our median growth percentiles have decreased over a three-year span from 62% in 2012 to 61% in 2013 and 59% in 2014. Although well above the state average these percentages continue to trend downward
- Reading- the number of students who are proficient in NWF at the beginning of second grade is below their scores from prior years and below the district standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was an 11% decrease in proficiency from 1st grade to 2nd grade in NWF
- Reading- Scantron results, the number of students who met the Target goal has decreased by 12 % from 2011-2014. The Mean score for all students has decreased by more than 100 in the same time period. The score went from 2506 to 2399. Meridian Ranch is 16% better than the state average in Reading on TCAP. Our 4th grade has raised their Reading scores every since 2009 and has the most advanced students ever.
- 
- Math- our total median growth percentile in 4th and 5th grade has dropped sharply over the last three years. In 2012 it was 58%, in 2013 it was 52%, and in 2014 it was 40%. Meridian Ranch now sits at 10% below the state median growth percentile of 50%.
- Math- Scantron results, the number of students who met the Target goal has decreased following the same cohort of kids since 2011 – 2014. For example third graders (2011) went from 70% to 67% (4th) to 57% (5th), which indicated a downward trend.
- 

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- Writing- there is a disparity between boys and girls median growth percentile. The average disparity over a three-year trend has been that 10% more girls meeting their median growth goal than boys. The state average over the same three-year period shows only a 6% gap, which shows there is a greater disparity between boys and girls achievement in grades 3-5 at Meridian Ranch than what is normal at the state level. The percentage disparity of students who were P/A in 2012 was 25%. In 2013 the disparity was 22%. In 2014 the disparity was 26%. These numbers are high compared to a disparity of 8 and 9 percent in math and writing between boys and girls. The number of students who have scored PP or U in writing in grades 4-5 has increased over the last 3 years. In 4th grade there were 39 in 2012. In 2013 there were 40. And in 2014 there were 48 PP/U's. In 5th grade the data shows 36 PP/U's in 2012, 38 in 2013, and 42 in 2014.

### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

### Priority Performance Challenge



### Root Cause

Reading-K-2 Early Literacy Growth Gaps: In K-2 Early Literacy the number of students who are proficient in NWF come the beginning of 2nd grade is below that cohort's scores from prior years and below our standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was a decrease in proficiency from 1st to 2nd grade in NWF of 11%.



MRES lacks a focus on Phonemic Awareness and Phonics skills across all grades.:  
Reading:

- MRES lacks professional development in early literacy skills such as phonics and phonemic awareness
- No progress monitoring NWF in DIBELS after BOY in 2nd grade

CKLA implementation to make phonics systematically aligned in K-2.

Implement Sonday to improve Phonics automaticity with SRD population.

Continue using Burst to improve strategic scores in DIBELS

Math Growth Gaps: Our median growth percentile in TCAP for 4th and 5th grade declined from 58% in 2012, to 52% in 2013, to 40% in 2014 and the growth target information in Scantron followed suit going from 70% of students of a particular cohort meeting their growth target in 2011, to 67% in 2012, and to 57% 2013.



Math curriculum did not satisfy CAS: Math:

- No consistency in math programs over the past few years and Inconsistency and lack of vertical alignment
- Curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards
- The implementation of the Common Core standards occurred in stages within the district, whereas Scantron shifted to the Common Score Standards three years ago.

Writing Growth Gaps between Males/Females: There was an achievement gap of more than 22% of females being proficient vs. male proficiency. Over the same time period of time 10% more girls were meeting their median growth goal than boys.



Writing is not connected to text nor does it interest males topically.: Writing:

- Lack of topics/prompts that engage our male population in writing
- Lack of training and commitment to the writing curriculum last year

Implement CKLA and continue to work with writing and reading together with textual support and critical thinking.

### Reflection on Priority Performance Challenges

To determine the notable trends for this year's Unified Improvement Plan the team considered 3 years of standardized data from TCAP, MCLASS (DIBELS), and Scantron. The following trends are what the team felt were the most notable.

In Reading, for minority students our median growth percentiles have decreased over a three-year span from 62% in 2012 to 61% in 2013 and 59% in 2014.

Although well above the state average these percentages continue to trend downward. In Reading, the number of students who are proficient in Non-sense Word Fluency (NWF) at the beginning of second grade is below their scores from prior years and below the district standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was an 11% decrease in proficiency from 1<sup>st</sup> grade to 2<sup>nd</sup> grade in NWF. In Reading Scantron results, the number of students who met the Target goal has decreased by 12 % from 2011-2014. The Mean score for all students has decreased by more than 100 in the same time period. The score went from 2506 to 2399. Meridian Ranch is 16% better than the state average in Reading on TCAP. Our 4<sup>th</sup> grade has raised their Reading scores every year since 2009 as well as increasing the number of advanced students over the years.

In Writing, there is a disparity between boys and girls median growth percentile. The average disparity over a three-year trend has been that 10% more girls meeting

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their median growth goal than boys. The state average over the same three-year period shows only a 6% gap, which shows there is a greater disparity between boys and girls achievement in grades 3-5 at Meridian Ranch than what is normal at the state level. The percentage disparity of students who were P/A in 2012 was 25%. In 2013 the disparity was 22%. In 2014 the disparity was 26%. These numbers are high compared to a disparity of 8 and 9 percent in math and writing between boys and girls. The number of students who have scored PP or U in writing in grades 4-5 has increased over the last 3 years. In 4<sup>th</sup> grade there were 39 in 2012. In 2013 there were 40. And in 2014 there were 48 PP/U's. In 5<sup>th</sup> grade the data shows 36 PP/U's in 2012, 38 in 2013, and 42 in 2014.

In Math, our total median growth percentile in 4<sup>th</sup> and 5<sup>th</sup> grade has dropped sharply over the last three years. In 2012 it was 58%, in 2013 it was 52%, and in 2014 it was 40%. Meridian Ranch now sits at 10% below the state median growth percentile of 50%. In Math Scantron results, the number of students who met the Target goal has decreased following the same cohort of kids since 2011 – 2014. For example third graders (2011) went from 70% to 67% (4<sup>th</sup>) to 57% (5<sup>th</sup>), which indicated a downward trend. In Reading, Writing, and Math the growth gaps have all been closing and improving in each of the last three years.

### Reflection on Root Cause

The next step in developing our UIP was to investigate the root causes of our priority performance challenges. Our BLT (Building Leadership Team) had two meetings where they looked at the trends, priority performance challenges' and developed the root causes. In Reading, the main causes of our declining NWF scores were as follows: lack of focus on Phonics across all grade levels, professional development in early literacy skills such as phonics and phonemic awareness, and not progress monitoring NWF in DIBELS after BOY in 2<sup>nd</sup> grade. In Math, a revolving door with curriculum has been a challenge. The staff is excited about the rigor and commitment to NY Engage. Prior to the implementation of NY Engage, the prior curriculum lacked the rigor necessary for students to reach mastery of the Common Core Standards. There has also been some inconsistency with vertical alignment. Another root cause is that the implementation of the Common Core standards occurred in stages within the district, whereas Scantron shifted to the Common Score Standards three years ago. The district is now fully implementing the standards. In Writing, our root causes include a lack of training and commitment to the curriculum. There are also inconsistencies with multiple programs and how they train teachers. The most glaring root cause is the lack of motivation for boys to want to write.

## 1. Summary/Conclusion

Customarily the DLT has evaluated data from Scantron, DIBELS, and TCAP. We moved from TCAP to the PARCC assessment for the 14-15 school year. In addition, D49 decided to discontinue using Scantron for the 2015-2016 school year. Subsequently, the only measure that we have three years of data in is DIBELS. In addition, the PARCC assessment is simply a baseline this year, so we have no comparative data. We did, however, look at DIBELS data to reflect on one of our root causes to make phonics consistent across all grade levels and to be especially focused on Nonsense Word Fluency in 1st and 2nd grade. We compared our year after year data to see if percentages of students who were intensive and strategic had dropped. It looks like we are improving and we expect continued growth in this area with our adoption of CKLA (tier 1) and its systematic phonics approach. We have also adopted Sonday, which is a tier 3 intensive program that focuses on specific phonics skills until mastery is established. The graph indicates improvement is occurring over the three year period.

PARCC data in Reading, Writing, and Math and across all sub groups (minority students, free/reduced students, and students with a disability) Meridian Ranch experienced gains in percentile ranking in al for the 14/15 school year. With continued implementation and fidelity of the Eureka Math curriculum in its second year we should see further increases. Our first year with CKLA is targeting K-3 literacy specifically and should address our NWF gaps with systematic phonics, which should further our reading percentile ranking.



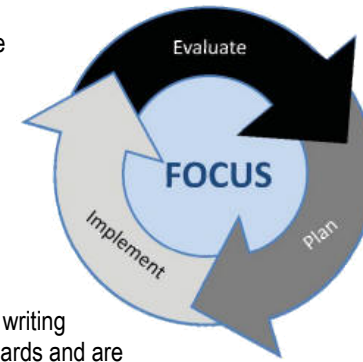
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## Section IV: Action Plan(s)

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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Growth Gaps

Subject		M
Priority Performance Challenge		Math Growth Gaps
Annual Performance Targets	2015-2016	Our goal is to increase the overall mean scale score for PARCC by 5% for math from 745 which is in the “approached expectations” category to 783 which is in the meets/exceeds expectations category.
	2016-2017	Our goal is to increase the overall mean scale score by 5% for math from 783 to 822 which is in the meets/exceeds expectations category.
Interim Measures		CMAS/PARCC

Subject		R
Priority Performance Challenge		Reading-K-2 Early Literacy Growth Gaps
Annual Performance Targets	2015-2016	Our goal is to increase the PARCC overall mean scale score by 5% for reading from 750.9 to 788.45 which is in the meets/exceeds category.
	2016-2017	Our goal is to increase the overall mean scale score by 5% for reading from 788.45 to 827.87 which is in the meets/exceeds category.

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Interim Measures		CMAS/PARCC mean scale score.
Subject		W
Priority Performance Challenge		Writing Growth Gaps between Males/Females
Annual Performance Targets	2015-2016	Our goal is to increase the PARCC overall mean scale score by 5% for reading from 750.9 to 788.45 which is in the meets/exceeds category.
	2016-2017	Our goal is to increase the overall mean scale score by 5% for reading from 788.45 to 827.87 which is in the meets/exceeds category.
Interim Measures		CMAS/PARCC

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Use Eureka Math curriculum to deliver increased rigor and exceed CAS.  
Raise our level of rigor in math in order to increase our overall growth rates.

**Root Cause(s) Addressed:**  
Math curriculum did not satisfy CAS

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Aug. 2014 - May. 2016

#### Curriculum

#### Description:

Continue the implementation of our EngageNY math curriculum to provide needed consistency and needed rigor to prepare for the PARCC Assessments

#### Implementation Benchmarks:

Pre/post assessments for each module. Data will be brought to PLC meetings to evaluate and make instructional adjustments

#### Resources:

Local Funding

School Code: 5779

School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL

	<p><b>Key Personnel:</b> Administration and all classroom teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - Aug. 2015</p>	<p><b>Vertical Alignment</b></p> <p><b>Description:</b> Provide teacher teams the needed time for vertical alignment to ensure the essential and rigorous Colorado Academic Standards are the focus of instruction</p> <p><b>Implementation Benchmarks:</b> Administration will provide grade level teams time to vertically align the curriculum using the C-3 curriculum maps. 2/22/15-Complete-vertical alignment was in Sept. We will continue to monitor vertical alignments into the 2015-16 school year as well.</p> <p>Update- 2-24-16- Vertical alignment took place on January 15th. Rigor, pacing, and the need for interventions were part of all the grade level conversations. Pacing this year is on point and rigor is consistent throughout each grade level. We will continue to evaluate the end of unit assessment data as we progress through the rest of the school year.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> All grade level teams</p> <p><b>Status:</b> Complete</p>
<p>Oct. 2015 - May. 2016</p>	<p><b>Data</b></p>

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**Description:**

Evaluate our BOY, MOY, and EOY Beacon data with the EngageNY Module assessments to ensure appropriate mastery of Colorado Academic Standards for our students.

**Implementation Benchmarks:**

BOY, MOY, and EOY data digs that are led by the data leadership team and shared out to the staff 3 times a year.

**Resources:**

N/A

**Key Personnel:**

Administration and data leadership teams. Information will be shared with all staff.

**Status:**

In Progress

**Major Improvement Strategy:** Increase Male engagement in writing with topics chosen and writing about text.  
Increase the level of proficiency of our male writers in order to close the 22% gap between our boy/girl subgroup in Writing.

**Root Cause(s) Addressed:**  
Writing is not connected to text nor does it interest males topically.

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

### Action Steps

Nov. 2014 - May. 2016

#### Curriculum

#### Description:

Evaluate the current curriculum for topics that are high interest to our male students

#### Implementation Benchmarks:

Curriculum reviews in weekly PLC meetings to evaluate the data between our boy/girl populations. We will be using the common unit assessments in our CKLA program.

Update- Data is still being collected at the end of each unit to evaluate the how well the curriculum is addressing the engagement of our male population. However, teacher feedback has been very positive and our boys seems to be more engaged in the CKLA topics. We will continue to desegregate the CKLA unit assessment data weekly in our PLC meetings.

#### Resources:

CKLA Common unit assessments

#### Key Personnel:

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School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL

	<p>Administration, all grade-level classroom teachers and special education teachers</p> <p><b>Status:</b> In Progress</p>
Nov. 2014 - May. 2016	<p><b>Male Mentoring Club</b></p> <p><b>Description:</b> Establish a male mentoring program with a focus on writing growth and engagement. Male teachers will meet with students to discuss their progress in writing but also build solid relationships with male students as well.</p> <p><b>Implementation Benchmarks:</b> Student mentoring conferences bi-weekly within the mentoring program.</p> <p>Male teachers will meet quarterly to monitor growth, engagement, and relationships that they are building with students. They will also plan semester assembly for male students in grades 3-5</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> Male Staff Members</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Use CKLA to systematically target foundational literacy skills.  
Foundational skills, like phonics, are shown by research to improve and sustain reading growth allowing all students to read by 3rd grade.

**Root Cause(s) Addressed:**  
MRES lacks a focus on Phonemic Awareness and Phonics skills across all grades.

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

### Action Steps

Nov. 2014 - May. 2016

#### Professional Development

##### Description:

Provide professional development in early phonemic and phonic strategies for teachers in grades K-3 through the CDE.  
2/22/15 update- 14 staff member to include administration have completed the Reading Foundations academy.

2015-16-This year we will have our new staff complete the academy training.

Update- Our Dean of students completed the Reading Foundations Academy in January 2016. We have one primary teacher left to train and they will be in the April 2016 Reading Foundations Academy class.

##### Implementation Benchmarks:

Reading Foundations Academy completion certificate and attendance will be monitored and collected throughout the school year. All current/remaining teachers will need to have class completed by May 2016.

##### Resources:

Local Funding/READ Act Funding

##### Key Personnel:

School Code: **5779**

School Name: **MERIDIAN RANCH INTERNATIONAL SCHOOL**

	<p>Administration and all K-3 teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Data</b></p> <p><b>Description:</b> Progress monitor NWF throughout the entire second grade year and provide needed interventions. The requirements for NWF progress monitoring is currently through MOY.</p> <p><b>Implementation Benchmarks:</b> Progress monitoring in DIBELS Next every 10 days. 2/22/15 update- 2nd grade continues to progress monitor NWF and providing interventions as needed.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> All 2nd grade teachers</p> <p><b>Status:</b> In Progress</p>
Jan. 2015 - Aug. 2015	<p><b>Curriculum</b></p> <p><b>Description:</b> Investigate the structure of our ELA block and evaluate the amount of focus that is placed on phonemic and phonic direct instruction. Master Schedule will be aligned to allow a structured ELA block where students are not pulled during first instruction.</p>

**Implementation Benchmarks:**

Administrative observations of the ELA blocks in classrooms, curriculum reviews with CKLA, and staff input.

2/22/15 update- Several observations have been conducted with administration and instructional coach. We have begun a pilot with CKLA reading program (one classroom per grade level). Additional observations have been completed in classrooms using the new core reading program. Updates are being made with the school accountability committee on Feb. 26th. Continued observations and data collections will continue through May.

**Resources:**

Local Funding

**Key Personnel:**

Administration, classroom teachers, and special

**Status:**

Complete

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

# Unified Improvement Plan Signature Cover Page (school level)

2015-16

School Name: Odysey

Improvement Plan Type VIP

<p>School Improvement Planning Team: Names of people who were involved in the preparation of the plan .</p>	<p>School Accountability Committee:</p> <p>1. Date(s) the plan was presented to SAAC for review: <u>10-1-15</u></p>
<p>Name: <u>Sarah McAfee</u> Position: <u>Principal</u></p>	<p>2. Signature of Principal <u>Sarah McAfee</u></p>
<p><u>Pat Claman</u> SAC chair</p>	<p>3. Signature of SAC chairperson <u>Pat Claman</u></p>
<p><u>Marisa Talbot</u> teacher</p>	<p>4. Signature of SAC representatives: <u>Marisa Talbot</u></p>
<p><u>Reba Ray-Klen</u> teacher</p>	<p><u>Reba Ray-Klen</u></p>
<p><u>Rosemary Ferrarini</u> Community Member</p>	<p><u>Rosemary Ferrarini</u></p>
<p><u>Ryan Sherman</u> PTA rep</p>	<p><u>Ryan Sherman</u></p>
<p><u>Mike Pickering</u> Zone Superintendent</p>	<p><u>Mike Pickering</u></p>

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1110  
Official 2014 SPF: 3-Year

District Name: FALCON 49

School Code: 6483 School Name: ODYSSEY ELEMENTARY SCHOOL

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Major Improvement Strategy #1:** Ensure that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners and providing small group instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise achievement in reading.
- **Major Improvement Strategy #2 :** Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC.
- **Major Improvement Strategy #3 :** In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids' Hearts relational framework.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Major Improvement Strategy #1:** Root cause: Through evaluation data there is a clear need for a focus to be on improving the instructional delivery of units, lessons and assessments that are aligned with CAS and needs of all learners. There areas that we analyze are learning goals and scales and level of rigor, noticing when students are not engaged, and tracking student progress. The overall average of the staff is at the beginning or developing stages of this. There is inconsistent implementation on implementing clear alignment on what the selected learning goal and how it will be measured. The current program we are implementing is a spiraling program and has several objectives in a lesson. There is a need for professional development and continuous feedback through the implementation of instructional focus so we have one objective and a clear way to measure the learning towards that objective.
- **Major Improvement Strategy #2:** Root Cause: Data was not being consistently during PLC times. Analyzing student work was not a consistent practice to calibrate expectations, align instruction at grade levels and develop next steps to improve practices. Teams met an average of twice a month and administration did not consistently attend team time.
- **Major Improvement Strategy #3:** Root Cause: Building relationships and having clear structures such as social contracts have made a difference in how students treat each other, It provides a system to coexist and make a safe environment. Based on consulting feedback of walkthrough and team interview there is a need to continue the focus of Capturing Kids Hearts to continue to implement strategies that will help continue to develop self-managing classrooms, decrease referral behaviors, and teach emotional intelligence through the EXCEL model.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Major Improvement Strategy #1:** Ensure that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners and providing small group instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise

School Code: 6483

School Name: ODYSSEY ELEMENTARY SCHOOL

achievement in reading.

- **Major Improvement Strategy #2:** In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids' Hearts relational framework.
- **Major Improvement Strategy #3:** Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☐ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Sarah McAfee, Principal
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Mailing Address	6275 Bridlespur Ave Colorado Springs, CO 80922

Name, Title	Rebecca Thompson, Assistant Principal
Email	rthompson@d49.org
Phone	7194948622
Mailing Address	6275 Bridlespur Ave Colorado Springs, CO 80922

## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	

School Code: 6483

School Name: ODYSSEY ELEMENTARY SCHOOL

External Evaluator

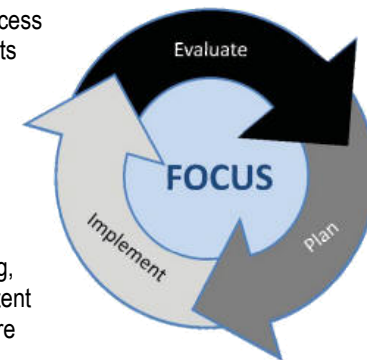
Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

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### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** *Odyssey Elementary (OES) is located in Northeast Colorado Springs in Falcon School District 49. It is a Pre-K -5<sup>th</sup> grade school serving a diverse population of 550 students. We currently have a teaching staff of 40 dedicated and hardworking teachers. Students come to OES from a variety of cultural backgrounds. The school has approximately 43% of the students eligible for free/reduced lunch. OES is a Title I school. OES has an ELL program with 20 students identifies as a second language learner. In addition, Odyssey has over 40 students on an Individualize Educational Plan and two Significant Support Needs classrooms that our Special Education team services.*

**Team Involvement-** *The Leadership team reviews building data annually to determine what areas of strength and weakness and to determine a root cause for areas where improvement is needed. Observations are made and if programming changes need to occur. Data is shared with the staff as well as the School Advisory Committee made up of parents, teachers, community member and administration. After reviewing the data the team provides input to see what areas in our previous UIP we have met or not met. We then look at why the action steps have not been met and determine if we want to work on those actions the next year. If we have met the action item to help our improvement strategies we analyze the effectiveness of them. In addition to analyzing action items to support improvement strategies, we look at the data and revise our improvement strategies if need be.*

**Notable recent changes:** *2015-16 there has been the first change in principal leadership since the building opened ten years ago. This is the first year a new principal has taken over at Odyssey. It has been a positive transition. We have implemented a new ELA curriculum for the 2015-16 school year which is a direct instruction/whole group class method of teaching ELA which differs the the balanced literacy/guided reading approach that the teachers were using. We also implemented an intervention block that requires all students to receive interventions at one time which is different from the intervention structure of pull out throughout the day in previous years.*

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## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** Increase reading performance from the 38th percentile to the 43rd percentile based on State Measured assessment.

**Performance on Target:** Do not have data.

**Prior Year Target:** Increase percentile ranking from 21st percentile in math measured on state assessment to 27th percentile in math on state assessment.

**Performance on Target:** Do not have data.

**Prior Year Target:** Increase percentile ranking from 24th in writing measured on state assessment to 38th percentile in writing on state assessment.

**Performance on Target:** Do not have data.

### Academic Achievement Reflection

Due to the different assessment and calculations of percentile we are unable to use this as a measure of Academic Achievement Status. Based on the Achievement Percentile Rank Report from TCAP to CMASS PARCC comparison our percentile rank for Reading is 37% compared to all elementary schools in the state of Colorado.

Due to the different assessment and calculations of percentile we are unable to use this as a measure of Academic Achievement Status. Based on the Achievement Percentile Rank Report from TCAP to CMASS PARCC comparison our percentile rank for Math is 33% compared to all elementary schools in the state of Colorado.

Due to the different assessment and calculations of percentile we are unable to use this as a measure of Academic Achievement Status. Based on the Achievement Percentile Rank Report from TCAP to CMASS PARCC comparison our percentile rank for Writing is 37% compared to all elementary schools in the state of Colorado.

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### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

2015 BOY to MOY Dibels Composite

Grade Level	K	1	2	3	4	5	OES
BOY	42%	67%	69%	58%	68%	59%	62%
EOY	72%	63%	74%	65%	68%	70%	69%

Dec. 2015 Lexia Minutes and Projections of student grade level mastery

Grade Level	K	1	2	3	4	5	OES
% of student meeting minutes	67	83	59	79	75	72	72.5%
% of students expected to master grade level by end of year	35	49	48	58	54	62	51%

PARCC ELA Data School compared to State

Grade Level	3rd	4th	5th
OES	22%	28%	38%
State	38.2%	41.7%	40.5%

Teacher Evaluation: Standard III: Instruction Focus: Learning Goals and Scales

Overall Status of school: Beginning level.

#### READ plan data

READ PLAN DATA 2015-16

Grade level	Total Number of Significant Deficiency	
Kindergarten		
First		
Second		
Third		

#### Interpretation of the data:

Based on several data points that focus in reading, Odyssey on average has a little over half their students at grade level in reading. As a whole, OES increased in their DIBELS

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composite scores by 7 % of how many students are meeting grade level expectations. Lexia is projecting only half the students at OES to end at grade level and we are well below the state average on PARCC of students who met or exceed the expectations. When looking at instruction the building is at the beginning abilities of having a clear learning goal and formative assessment to measure it.

Based on teacher observations, the average score of evaluation is at the beginning level looking at how teachers write learning goals and scales based on our Marzano Evaluation tool.

The number of READ plans for has XXXXXXXX from the 2014-15 school year. This means we are XXXXXXXX.

#### 4. 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.

#### Academic Achievement (Status)

- Students are remaining flat with no increase in reading performance based on their Dibels Composite score from Beginning and Middle of Benchmarking from 2013-14, 2014-15, 2015-16 school years. We are averaging 62% of students at grade level school wide based on BOY composite school wide and 69% MOY Dibels composite score school wide. This is a notable trend because it shows that our students are not making increased in academic growth but maintaining growth.
- Students are performing under state averages on proficiency levels measured on CMAS PARCC with an average of 29.3% proficient for students in grades 3-5 from 2014-15 school year. The state performance for grades 3-5 averaged 40%. This is a significant trend because it below the state average.

#### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

## Priority Performance Challenge



## Root Cause

Major Improvement Strategy #1: Ensure that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners and providing small group instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise achievement in reading.



Major Improvement Strategy #1: Root cause: Through evaluation data there is a clear need for a focus to be on improving the instructional delivery of units, lessons and assessments that are aligned with CAS and needs of all learners. There areas that we analyze are learning goals and scales and level of rigor, noticing when students are not engaged, and tracking student progress. The overall average of the staff is at the beginning or developing stages of this. There is inconsistent implementation on implementing clear alignment on what the selected learning goal and how it will be measured. The current program we are implementing is a spiraling program and has several objectives in a lesson. There is a need for professional development and continuous feedback through the implementation of instructional focus so we have one objective and a clear way to measure the learning towards that objective.

Major Improvement Strategy#2 : Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC.



Major Improvement Strategy #2: Root Cause: Data was not being consistently during PLC times. Analyzing student work was not a consistent practice to calibrate expectations, align instruction at grade levels and develop next steps to improve practices. Teams met an average of twice a month and administration did not consistently attend team time.

Major Improvement Strategy #3 : In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids' Hearts relational framework.



Major Improvement Strategy #3: Root Cause: Building relationships and having clear structures such as social contracts have made a difference in how students treat each other, It provides a system to coexist and make a safe environment. Based on consulting feedback of walkthrough and team interview there is a need to continue the focus of Capturing Kids Hearts to continue to implement strategies that will help continue to develop self-managing classrooms, decrease referral behaviors, and teach emotional intelligence through the EXCEL model.

### Reflection on Priority Performance Challenges

#1 Rationale: Research shows that effective instruction makes the most difference for a student achievement. With a new reading program it is important that we focus on components of instruction. Instruction needs to be focused with one learning goal that supports the Colorado Academic Standards. Through the improvement of alignment we need to look at rigor of what we are asking students to do to make sure it is appropriate at the grade level, have a way to measure the goal and ensure that instructional tools such as engagement help all students learn the expected material. We will be focusing on instructional delivery so all units have alignment and we focus on engagement strategies so all learner profiles are given opportunity and supported.

#2 Rationale: Teachers have been previously meeting for an 80 minute block of time to work as a professional learning community. They have been teacher led and a time where they work on the current need for example: write report cards, plan field trips and brainstorm about student concerns. The structure of time was in place as well as the openness for teams to work together. The next step to this process was having a data focus for these meetings, setting goals, analyzing student work and instruction and making next steps. In order to have an impact on student achievement and increase growth for all students there is a need to have targeted action steps to have PLC's use data to drive dialogue and instruction.

# 3 Rationale: Student/teacher relationships and a positive environment are crucial to having students feel safe to take academic risks. Through the use of Capturing Kids Hearts Strategies teachers will learn and implement strategies to develop relationships with students.

### Reflection on Root Cause

After careful analysis by our SAC and building leadership team we identified and verified root causes. These root causes were selected and verified through our UIP committee. They were based on feedback, data, analysis of current practice and current research. Based on the data and current practices, the root causes were determined as following:

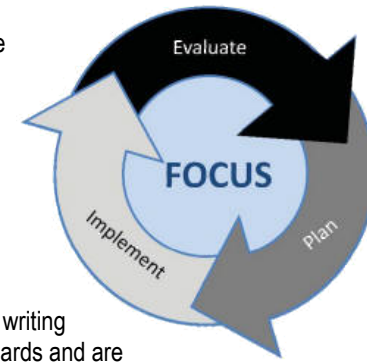
- 1) We need to continue our curriculum and instruction work to ensure that instruction is aligned to the grade-level Colorado Academic Standards (CAS) with appropriate level of rigor, depth of knowledge and application, noticing when students are not engaged and tracking student progress.
- 2) We need to begin to analyze student data on a consistent weekly basis and make instructional decisions to support core instruction and interventions.
- 3) Teachers need to continue to develop their capacity to build relationships through the use of EXCEL model from Capturing Kids Hearts.

## 1. Summary/Conclusion

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Major Improvement Strategy #1
Annual Performance Targets	2015-2016	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.
	2016-2017	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.
Interim Measures		Dibels Next Benchmark, three times annually Lexia Interim assessments

Subject		R
Priority Performance Challenge		Major Improvement Strategy#2
Annual Performance Targets	2015-2016	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.
	2016-2017	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.

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Interim Measures		DIBELS Next Benchmark, three times annually Lexia interim assessments.
Subject		R
Priority Performance Challenge		Major Improvement Strategy #3
Annual Performance Targets	2015-2016	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.
	2016-2017	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.
Interim Measures		DIBELS NEXT and Lexia interim assessments.

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: Major Improvement Strategy #1

Ensure that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners and providing small group instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise achievement in reading.

#### Root Cause(s) Addressed:

Major Improvement Strategy #1

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

☐ State Accreditation    ☒ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Jan. 2015 - Feb. 2015

#### Align Standards to instruction

##### Description:

Train staff to unpack standards, establish essential skills.

##### Implementation Benchmarks:

Write and post learning goals in each classroom connected to standards. August 24, 2015- end of year.

Align standards to essential skills in the CKLA scope and sequence to make a heat maps for grade levels. Begin January 11 and completed by February 9.

Posted goal and instruction will align based on formal and informal evaluations. August-May 2016.

##### Resources:

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	<p>Curriculum documents for reading standards worked on by the Zone.</p> <p>State Standards.</p> <p>CKLA reading program</p> <p>Substitutes to allow for teams to have plan days to work on common learning objectives. \$100/day times 3 days per grade level = \$7,200</p> <p><b>Key Personnel:</b></p> <p>Administration</p> <p>Instructional Coach</p> <p>Classroom teachers</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Oct. 2015 - May. 2015</p>	<p><b>Addressing the needs of students to provide individualized instruction</b></p> <p><b>Description:</b></p> <p>Data meetings with each grade level to analyzed data and discuss the interventions that each student is receiving. (First meeting completed by Nov. 3- biweekly Nov. 13))</p> <p>Interventionists will be hired to support small group instruction.. (by Sept. 18 and will be hired for 2016-17 school year)</p> <p>Intervention materials will be purchased (SIPPS- 3 different levels and a set for each grade level, Sonday System Let's Play Learn and Sonday 1 &amp; 2 . (by Nov. 3)</p> <p>Purchase Burst Intervention</p> <p>Paraprofessionals will be hired to support small group interventions. (2016-17 school year.</p> <p><b>Implementation Benchmarks:</b></p> <p>By Nov. 3rd each grade will establish their data board that has current data up to date on the board to reflect the intervention each child is receiving.</p> <p>Biweekly, teams will look at progress monitoring data as a grade level and discuss root causes of students growing or not growing in the measure.</p> <p>Interventionists will be hired to support small group intervention instruction.</p>

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	<p>Intervention programs Sondag, SIPPS, and Rewards will be purchased to be used based on individual student needs. Training of programs purchased by Nov. 10.</p> <p><b>Resources:</b> Magnetic white board. Magnet for each student. Stickers. Dibels progress monitoring. Sipps Rewards Sondag Burst</p> <p><b>Key Personnel:</b> Adminstration Instructional Coach Class team teachers.</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - Mar. 2015</p>	<p><b>Parent Involvement Nights</b></p> <p><b>Description:</b> Parent nights help educate parents in how to best help their child to succeed in reading and form a positive, comfortable relationship between families and staff. By having parents learn about reading and have students use content as the platform for reading it will help promote reading at home and the passion for reading will be created.</p> <p><b>Implementation Benchmarks:</b> Kindergarten Parent Night (August 1, 2015 - first day of every school year)</p>

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	<p>LEx Night (Sept. 10) Bingo for Books (April 28th) STEM night (Feb. 10) Interventionist night ( Jan. 12) Literacy Night educating parents about reading with Kids (2016-17 school year) Library Access- Myon Lab- (Summer 2017)</p> <p><b>Resources:</b> Books Science reading material Bingo Material Speakers to educate families</p> <p><b>Key Personnel:</b> Dr. Lynn Fitzhugh Adminstration Stem Teacher Integration Committee PBIS committee Pikes Peak Library Outside educators depending on need</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2016 - Dec. 2016</p>	<p><b>Assess standard based objective at end of each reading lesson</b></p> <p><b>Description:</b> Teachers will have a formative assessment that you measure each students progress towards the lesson objective.</p>

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	<p><b>Implementation Benchmarks:</b></p> <p>Teachers will work on developing a formative assessment to measure the learning objective beginning Fall 2016. This will take place after formative assessment Professional development and time spent during PLC's led by the instructional coach and admin. This is a spiraling curriculum and teachers will work with the program to develop a clear purpose of the lesson. The formative assessment will measure the student understanding towards the intended learning goal.</p> <p><b>Resources:</b></p> <p>Dylan Williams Formative Assessment book for every team. \$26.96 X 10. Professional Development series lead by Consultant \$5,000.</p> <p><b>Key Personnel:</b></p> <p>Principal Assistant Principal Instructional Coach Curriculum and Assessment Coordinator for Zone</p> <p><b>Status:</b></p> <p>Not Started</p>
Jan. 2015 - Mar. 2015	<p><b>After-school small group reading Tutoring Program</b></p> <p><b>Description:</b></p> <p>After-school tutoring program for students in 3-5th grade who are not at grade level measured on Dibels Mid-year composite. This will also for small group additional support to our students who are below grade level in reading.</p> <p><b>Implementation Benchmarks:</b></p> <p>Planning for program: material, scope and sequence, pre/post assessments, identifies students, letters home and parent contact made, (Dec. 2-Dec.18th)</p> <p>Tutoring program will begin Jan. 5th, 2016.</p>

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Will have a tutoring program fall and spring of 2016-17 school year.

**Resources:**

PARCC practice books  
Teacher leads  
Title funds  
Snacks for teachers  
Beacon Program

**Key Personnel:**

Principal  
Teacher lead in 3,4,5 grade  
Volunteer teachers to teacher program

**Status:**

Complete

**Major Improvement Strategy:** Major Improvement Strategy #2

In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids' Hearts relational framework.

**Root Cause(s) Addressed:**

Major Improvement Strategy #2

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

☐ State Accreditation    ☒ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2015

**Implementation of Capturing Kids' Hearts**

**Description:**

Process champions will continue to coach teachers around Capturing Kids' Hearts philosophy.

**Implementation Benchmarks:**

Teachers will create social contracts by August 11.

Teaches will greet each student every day at the door. August 4- end of year.

All staff will utilize 4 questions from CKH to help redirect a child who is not following the rules of the contract. August 4- end of year.

All teachers will be retrained in CKH. August 28th.

Walkthrough observations from CKH trainer. Sept. 14th.

Process champions will meet regularly Sept. 30, Oct. 5th, Nov. 10, Nov. 30, Jan. 4, Feb. 1, Feb. 29, April 4, May 2.

Process champions put EXCEL model resources on bulletin board in teacher lounge. (Dec. 1)

Process Champions lead and model engage and explore sections of staff meetings (Begin Nov. 8 and each month after that)

Admin will model and provide template to use EXCEL model during Spring conferences (March 8th)

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Process Champions do walk through observations looking to highlight EXCEL model in classrooms. (April 4-May 23)

**Resources:**

CKH Consultants  
Recharge course

**Key Personnel:**

Admin  
Process Champions  
CKH consultants  
Lyle (CKH trainer)

**Status:**

In Progress

**Major Improvement Strategy:** Major Improvement Strategy #3

Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC

**Root Cause(s) Addressed:**

Major Improvement Strategy #2

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

☐ State Accreditation    ☒ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - Aug. 2015

**Develop common understanding of Individual Behavior Styles**

**Description:**

Teachers will identify their preferences in behavior styles and how each individual person on the team brings a strength to the group. They will learn how their behaviors could also be a constraint and they will learn how make an effective team based on these behaviors. Teams will learn that under stress what each other tendencies are and they will build a common understanding to effectively work together as a progressional learning community.

**Implementation Benchmarks:**

Teams will be trained in their behavior styles on the first Professional Development day using the Effective Institute's behavior theory and material.

**Resources:**

Effective Institute Behavior Style's survey

**Key Personnel:**

Principal

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	<p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2015</p>	<p><b>Develop Safe and Collaborative Professional Learning Communities</b></p> <p><b>Description:</b> Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.</p> <p><b>Implementation Benchmarks:</b> Professional learning communities (PLCs) are in place</p> <ul style="list-style-type: none"> <li>• PLCs have written goals (August 14, 2015)</li> <li>• The school regularly examines the PLCs' progress toward goals ( Reevaluate and adjust goal Nov. 3, 2015)</li> <li>• Common assessments are created by PLCs (Begin February 8, 2016)</li> <li>• Student achievement and growth are analyzed by PLCs (Begin Nov. 8, 2015)</li> <li>• Data teams are in place (Begin Nov. 8th, 2015)</li> <li>• Data teams have written goals ( January 12, 2105)</li> <li>• The school regularly examines each data team's progress toward goals ( Every other Tuesday beginning Nov. 8, 2015-May 2016)</li> <li>• The school admin are a part of each PLC and collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement ( August 14, 2015 and on-going)</li> </ul> <p>2016-17 Data days 3 times a year for grade level teams to go deeper into data to determine individual student needs.</p> <p><b>Resources:</b> Level 1 resources from Marzano's High Reliability Schools website Dufour's PLC guide book Substitutes to allow teams to have data days. \$100/day for each teacher three times a year = \$7,200.</p> <p><b>Key Personnel:</b></p>

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	Principal
	Assistant Principal
	Instructional Coach
	Leadership Team
	<b>Status:</b>
	In Progress

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

## Section V: Supporting Addenda Forms

### For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools 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 (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Comprehensive Needs Assessment:</p> <p>What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and</p> <p>Section IV: Action Plan</p>	<p>See UIP Section III and IV</p> <p>Brief overview: Our students are scoring below state average on state assessment. Our students have not grown in three years based on DIBELS composite. They are stable with no increase. Teachers are beginning to develop their use of data to drive instructions during the PLC tome. We are in need of using formative assessments to determine what students need as next steps.</p>
<p>Reform Strategies:</p> <p>What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p>See UIP section IV.</p> <p>Brief Summary:</p> <p><b>Major Improvement Strategy #1</b> Ensure that all teachers are delivering instructional units, lessons and assessments that are aligned with</p>

	<p>Colorado Academic Standards, while addressing the needs of all learners and providing small group instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise achievement in reading.</p> <p><b>Major Improvement Strategy#2</b> Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC.</p> <p><b>Major Improvement Strategy #3</b> In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by</p>
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		implementing the agreed upon expectations based upon the Capturing Kids' Hearts relational framework.
Professional Development:  How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	See UIP  Brief overview: Data analysis of DIBELS NEXT, Lexia, teacher evaluations and state assessments.
Community Involvement:  How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	See UIP section II and IV.  Brief overview: <i>The Leadership team reviews building data annually to determine what areas of strength and weakness and to determine a root cause for areas where improvement is needed. Observations are made and if programming changes need to occur. Data is shared with the staff as well as the School Advisory Committee made up of parents, teachers, community member and administration. After reviewing the data the team provides input to see what areas in our previous UIP we have met or not met. We then look at why the action steps have not been met and determine if we want to work on those actions the next year. If we have met the action item to help our improvement strategies we analyze the effectiveness of them. In addition to analyzing action items to support improvement strategies, we look at the data and revise our improvement strategies if need be.</i>


Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>100% of teachers are highly qualified. HR supports this process by assuring licensed are up to date and teacher meets all requirements.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>See UIP Section III &amp; IV</p> <p><i>The Leadership team reviews building data annually to determine what areas of strength and weakness and to determine a root cause for areas where improvement is needed. Observations are made and if programming changes need to occur. Data is shared with the staff as well as the School Advisory Committee made up of parents, teachers, community member and administration. After reviewing the data the team provides input to see what areas in our previous UIP we have met or not met. We then look at why the action steps have not been met and determine if we want to work on those actions the next year. If we have met the action item to help our improvement strategies we analyze the effectiveness of them. In addition to analyzing action items to support improvement strategies, we look at the data and revise our improvement strategies if need be.</i></p> <p>In addition, teams have been and will continue to analyze data through Professional Learning Communities work as well as this being an area of priority improvement.</p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>See UIP Section IV</p> <p>Brief Overview: Student data will be analyzed weekly during Professional Learning communities. During these data dialogues teachers will determine what interventions are needed for students and/or if the interventions are working. If they are not working after six weeks, students will be placed in a different intervention based on needs.</p> <p>In addition teams will partake in data days after every benchmark assessment and half way between BOY and MOY to analyze data. This will support identification of student needs based on performance and allow teams to collaborate about students.</p>

<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<p>See UIP Section IV</p> <p>Brief Overview: We are constantly looking for new ways to involve parents and build capacity to support learning. Through our feedback immediately after events, conversations with individual parents, surveys and new learning from Title 1 conferences we are developing our practices. When we involve parents and develop a partnership we are supporting the learning and growing of each student. The relationship of the parents and building support by inviting them to come to events, providing them tools to support their students it will help increase reading proficiency in our students.</p>
<p>Transition Plan:</p> <p>How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p>Our preschool teacher receives the same PD as our K-5 teachers as well as partakes in data discussions on student performance. She is evaluated on the same teacher evaluation tool and is provided feedback on performance by building administration. There are transition meetings for exiting preschoolers with a kindergarten teacher as well as sharing of student data. In addition kindergarten families are provided a parent meeting with key personnel in the building to go over expectations, information and curriculum for the school year.</p>
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p>See UIP Section IV</p>

# School Accountability Committee UIP Signature Page

School Patriot Learning Center

Accreditation Rating \_\_\_\_\_

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Steve Oberg	Principal	
Amanda Ortiz-Torres	Asst. Principal	1) Date the Plan was presented to SAC for review: <u>March 7, 2016</u>
Greg Cox	Teacher	2) Signature of Principal: 
Kelli Estep	Counselor	3) Signature of SAC Chairperson: <u>* Chair signed below Patricia Claman</u>
Marcell Bieger	Parent	4) Signatures of additional SAC members who reviewed the plan: <u>George Cox</u> <u>Marcell Bieger</u> <u>Thomas Hammitt</u> <u>Rebecca Hammitt</u> <u>Patricia Claman</u> * SAC Chair
George Scholer	Community Member	
Thomas Hammitt	Parent	
Rebecca Hammitt	Parent	
Patricia Claman	Parent	

## Colorado's Unified Improvement Plan for Alternative Education Campuses for 2015-16 – Online UIP Report

Organization Code: 1110

District Name: FALCON 49

School Code: 6810

School Name: PATRIOT LEARNING CENTER

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **HS & MS Math and Reading:** Math and Reading data shows a downward trend at both the middle school and high school levels.
- **Academic Achievement:** Academic achievement is at the approaching level.
- **MS Reading:** Reading growth is an academic challenge at the middle school level.
- **HS & MS Math, Reading, and Writing:** Math, writing and reading are the greatest challenges for high school and middle school.

#### Why is the school continuing to have these challenges?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).*

- **RC#1 Instruction:** Evidence shows that there is a lack of bell to bell instruction, where students are missing valuable instruction time due to transitions and classroom management issues.
- **RC#2 Instruction:** Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning approaches.
- **RC#3 Best Practices & Instructional Strategies:** Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.
- **RC#4 Blended Learning:** Evidence indicates a lack of teacher experience and professional training in the new blended learning model has effected implementation and academic success.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **MIS#1 Teacher Training and Professional Development within Math Content:** Train teachers to implement math instructional designs and delivery lessons that are based on best practices, utilizing research based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.
- **MIS#2 Improved reading and writing instruction:** Provide literacy training and professional development opportunities to help teachers implement reading and writing instructional design and strategies that utilize research based instructional practices, with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.
- **MIS#3 Increase Career and College Readiness:** Train teachers and implement instructional designs that are research based strategies with the purpose of improving

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college and career readiness, and ACT preparedness.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation   
 ☐ Title I Focus School   
 Tiered Intervention Grant (TIG)   
 ☐ Colorado Graduation Pathways Program   
 ☐ School Improvement Support Grant   
 ☐ Other:

### School Contact Information

Name	Steve Oberg
Title	Principal
Email	soberg@d49.org
Phone	(719) 495-5508
Mailing Address	11990 Swing Line Rd Peyton, Colorado 80831

Name	Amanda Ortiz-Torres
Title	Assistant Principal
Email	aortiz-torres@d49.org
Phone	(719) 495-5505
Mailing Address	11990 Swing Line Rd Peyton, Colorado 80831

### Additional Information about the School

Comprehensive Review and Selected Grant History

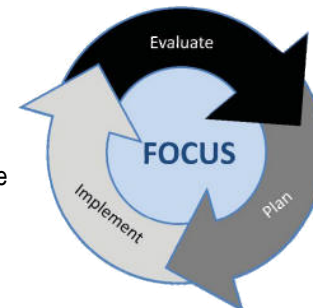
School Code: 6810

School Name: PATRIOT LEARNING CENTER

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	NA
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	NA
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	NA

### 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 school. 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 school 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 Unified Improvement Planning Handbook.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:**

School Code: 6810

School Name: PATRIOT LEARNING CENTER

D49 Patriot Learning Center (PLC) is an Alternative Education Campus (AEC), a school of choice and is highly recommended for students who have not experienced success in a traditional classroom setting. We serve the following populations: (1) 6th - 8th Grade Middle School Blended Learning Program, (2) 9th - 12th Grade Day High School, (3) 11th - 12th Night High School, and (4) Adult GED Prep Program (17 years and older). We serve approximately 205 students about 40% of our students qualify for free and reduced lunch. All students enrolled at Patriot Learning Center are considered tier II students through the RTI process. About 25% of students at PLC are on an IEP and most of those students qualify under a moderate learning disability. Ninety-five percent of our population consist of at-risk youth, who have qualified to attend our school for the following factors: (1) Dropout, (2) Gang Involvement, (3) Expulsion, (4) Chronic Suspensions, (5) Pregnant / Parenting, (6) Drug / Alcohol Abuse, (7) Gang Involvement, (8) Adjudicated Parent, (9) Domestic Violence in Family, (10) Victim of Abuse / Neglect, (11) Migrant, (12) Homeless, (13) Severe Psychiatric or Behavioral Disorders, (14) Over-aged/Under Credited (15) Individualized Education Plan. At PLC our Vision Statement focuses on Patriot Learning Center as a place to establish a respectful environment to enhance education and encompass relevancy with 21<sup>st</sup> century skills through student-centered learning and community outreach to become contributing members of society. Our vision statement frames out where we want to go and our mission statement indicates how we will get there. PLC's Mission Statement states that Patriot Learning Center provides a dynamic education focused on developing confident students by building relationships to ensure academic relevance and provide unique educational opportunities, line up with reaching the needs of at risk students with non-traditional interventions.

Patriot Learning Center has undergone dramatic changes over the 2015-2016 school year. With a change in leadership and high staff turnover compared to previous years, the school has experienced a change in culture and new sense of purpose. Although as an AEC accredited school the propose of educating qualifying at-risk students remains the same, processes for student admission and enrollment, monitoring academic progress, documenting behavior, and training and evaluating teachers has been re-evaluated and improved. The culture of the school has moved from one of school and student management to one that emphasizes student learning and academic improvement. The school has taken on new challenges that include the development of an academic academy or the Residential Construction Academy (RCA) with plans to reinstate a second academy as a Culinary Arts pathway for the 2016-2017 school year. One of the priorities for the UIP is to provide a plan to improve academic performance at PLC, with the help of new courses developed in conjunction with the skills-based academies the goal is to integrate curriculum that engages students, has academic rigor and relevance, and will increase the workforce readiness of PLC graduates. Based on academic and performance frameworks reported by the state, the UIP was developed by administration, staff, parents, and the SAC to address PLC's historic underperformance and academic deficiencies. Although PLC "meets" or is "approaching" state expectations for AEC schools in most areas of evaluation (except Math and ACT), PLC has devoted a significant amount of effort and money to training and professional development to improving teacher instruction and lesson planning associated with student literacy.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

School Code: 6810

School Name: PATRIOT LEARNING CENTER

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:** Percentile ranking for high school reading was 61. PLC's achievement target is 69.35. Percentile ranking for middle school reading was 83. PLC's achievement target is 87.2.

**Performance on Target:** 2015 CMAS/PARCC performance for high school in reading showed a "mean scale" score of 701.5 (1st percentile -same as 2014). 2015 CMAS/PARCC performance for middle school in reading showed a "mean scale" score of 700.1 (1st percentile-down 1 percentile from 2014)

**Prior Year Target:** Percentile ranking for high school math was 31. PLC's achievement target is 39.3. Percentile ranking for middle school math was 83. PLC's achievement target is 89.45.

**Performance on Target:** 2015 CMAS/PARCC performance for high school in math showed a "mean scale" score of 707.8 (1st percentile -same as 2014) 2015 CMAS/PARCC performance for middle school in math showed a "mean scale" score of 709.0 (2nd percentile-down 3 percentile from 2014)

**Prior Year Target:** Percentile ranking for high school writing was 43. PLC's achievement target is 53.85. Percentile ranking for middle school writing was 87. PLC's achievement target is 93.15.

**Performance on Target:** 2015 CMAS/PARCC performance for high school in writing showed a "mean scale" score of 701.5 (1st percentile -same as 2014) 2015 CMAS/PARCC performance for middle school in writing showed a "mean scale" score of 700.1 (1st percentile-same as 2014)

**Prior Year Target:** Meet the state bar at middle school for reading and writing. Attain approaching level for high school math and reading.

**Performance on Target:** 2015 "Academic Achievement" percentiles used to determine school performance rating is not be available due to the transition from CSAP/TCAP to CMAS/PARCC.

## Academic Growth

**Prior Year Target:** Achieve a rating of meets in academic growth for middle school and high in reading and math.

**Performance on Target:** Both reading and math for high school and middle school were at CMAS/PARCC Performance "Level 2."

**Prior Year Target:** Achieve a rating of meets in academic growth for middle school and high in reading and math.

**Performance on Target:** 2015 "Adequate Growth" percentiles will not be available due to the transition from CSAP/TCAP to CMAS/PARCC. The data that is available for reading and math for high school and middle school were at CMAS/PARCC Performance "Level 2." PLC MS "mean scale" score for reading was 700.1 compared to State "mean scale" score of 739.3. PLC HS "mean scale" score for reading was 701.5 compared to State "mean scale" score of 736.3. PLC MS "mean scale" score for math was 709.0 compared to State "mean scale" score of 732.8. PLC HS "mean scale" score for math was 707.8 compared to State "mean scale" score of 728.3.

**Prior Year Target:** Meet the state bar at middle school for reading and writing. Attain approaching level for high school math and reading.

**Performance on Target:** 2015 "Adequate Growth" percentiles will not be available due to the transition from CSAP/TCAP to CMAS/PARCC.

### Academic Achievement Reflection

Academic achievement targets for the 2014-2015 school year were based on TCAP assessment scores and the accompanying disaggregated data. A separate target for reading, writing, and math was written based on percentile rankings and looked to improve academic performance in all 3 areas. In 2015, Colorado began using the CMAS/PARCC assessment to evaluate student academic achievement and growth. The data received from the new assessments was compared to the 2014 data by creating "mean scale" scores and using those to determine PLC's percentile ranking based on the rest of the state. PLC high school students finished in the 1st percentile for reading, writing, and math, while the middle school finished in the 1st percentile for reading and writing and in the 2nd percentile for math.

The determination that PLC did not meet the 2014-2015 academic achievement targets was based on comparing last year's the percentile ranks to this years (2015), which went down or stayed the same for every academic category.

### Academic Growth Reflection

The shift Colorado to CMAS/PARCC assessments in 2015 has left a gap in the available state and local growth data. The growth data reports are due out in the Spring of 2016, at which time the data will be evaluated and used to determine if PLC met the targets set out in last years UIP. Until then, a definitive determination as to whether PLC met its 2015 targets based on academic growth can not be made. However, based on the available data and the historic trends of the school, it appears that PLC did not meet its targets. Even if it is determined at a later date that some or all of the targets were met, the 3 year academic growth trends that PLC has exhibited has driven the targets and goals associated with this UIP. These new targets will be measured against the Adequate Growth Percentiles and adjusted as necessary.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

##### Review of Performance:

PLC failed to meet the state target of 95% student participation on state assessments for both the middle school (90.7%) and high school (83.0%) levels. For the past 2 years PLC's test participation rates at the middle school were at 100% for all testing, and at the high school were at 95.7% and 98.2% for math and 56.1% for reading and writing due to a misadministration in 2014. This past year PLC's overall participation rates were 88.8% for the middle school and 78.7% at the high school. This shows a slight drop in participation for the middle school compared to the past 2 years and an increase for the high school. Neither level met the 95.0% participation goal for the 2015 testing year. The cause in the

drop was an increased number of students who opted out of the testing. This year PLC administration has been working with the staff, parents, and students to stress the importance of testing, not only for the state but also for the valuable student data gained from the process. All testing will be conducted during the regular school day and will consist of scheduled pull out times for the various levels of testing. The goal is to meet or exceed the expected participation through dedicated allotment of class time for testing and critical follow up to assure make-up testing has been completed.

This is the 5th year Patriot Learning Center has been operating as an alternative education campus for both middle and high school students. During the 5 years we have reached the Total AEC (alternative education campus) "performance" level each year. An evaluation of "performance indicator ratings" (academic achievement, academic growth, student engagement, and postsecondary and workforce readiness) shows that Patriot Learning Center meet the AEC "performance" level in student engagement and, postsecondary and workforce readiness. In the areas of academic achievement and academic growth Patriot Learning Center was at the "approaching" level. Patriot Learning Center has shown sustained success in 5 year rate trends that show average school rates for student attendance (91.3%), graduation (76.8%) and dropout (5.8%). This is largely due to the implementation of alternative educational models that have already been put in place, including: smaller class sizes, online credit recovery classes, blended learning, work study credits, independent studies, focus on attendance, focus on transition to the college/workforce, job placement, counseling services, and community service. Student progress is tracked daily through the use of Infinite Campus, weekly individual reports on grades, and behavior and attendance reports that are collected each Friday. In the middle school a computer point card system that stores data and sends email messages to parents on student performance and behavior is used daily. This point system fits in well with the blended learning program and it helps contribute to student and school data analysis.

Patriot Learning Center's overall school accountability ratings have declined over the last 3 years in the areas of academic achievement, growth, and growth gaps due mostly to significant declines at the middle school level. Middle school indicator ratings have gone from 43.8% to 25.0% in academic achievement, 75.0% to 33.3% in academic growth, and 75.0% to 35.4% in growth gaps, while high school ratings have been steady or have shown increases over the same time period at 25.0% to 25.0%, 33.3% to 41.7%, 41.7% to 43.8% respectively. High school postsecondary readiness has also remained steady with a three year rating that has gone from 48.3% to 48.4%. In 2013 and 2014 PLC showed moderate declines on "mean scale score" results for TCAP testing in the areas of Reading (tested as English/Language Arts on CMAS/PARCC) and Math. In 2015, Colorado switched to a new testing system (CMAS/PARCC) and although it is difficult to compare the actual "mean scale scores" of CMAS/PARCC to those of TCAP, the school's "percentile rank" indicates little to no significant changes to the downward trend as seen in the previous 2 years. As a baseline year, PLC CMAS/PARCC "mean scale scores" for the 2015 school year were as follows: English/Language Arts (MS = 700.1, HS = 701.5), Math (MS = 700.1, HS = 701.5). These "mean scale scores" all fall in to the bottom 1st percentile when compared to schools across the state of Colorado. Conversely, Patriot Learning Center's ACT scores have been on an up ward trend. Over the last 3 years, ACT overall "composite" scores have gone from an average of 15.8 to 16.3. Individual ACT test scores have risen in 3 out of 4 individual testing areas over that same time period with English scores going from 14.6 to 14.9, Reading scores have gone from 15.7 to 17.8, and Science scores have risen from 16.0 to 16.6. All content areas ACT scores and the composite scores for PLC fall below the state average scores of 20.7 (composite score), 20.2 for English, 20.4 for Math, 21.0 for Reading, and 20.8 for Science.

#### 4. 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.

#### Academic Achievement (Status)

School Code: 6810

School Name: PATRIOT LEARNING CENTER

- Patriot Learning Center's overall school accountability ratings for Academic Achievement have declined over the last 3 years. Between 2013 and 2014, academic achievement had declined significantly in the middle school with indicator ratings have gone from 31.3% to 25.0% and high school indicator ratings remained the same at 25.0%. When converted to "mean scale score" results for middle school TCAP testing in the areas of Reading went from 607.0 to 583.7, in Writing went from 500.0 to 491.0 (tested as English/Language Arts on CMAS/PARCC), and they went from 523.8 to 505.5 in Math. For the high school, Reading went from 640.0 to 628.2, Writing went from 522.0 to 508.6 (tested as English/Language Arts on CMAS/PARCC), and Math went from 519.3 to 506.0. In 2015, Colorado switched to a new testing system (CMAS/PARCC) and although it is difficult to compare the actual "mean scale scores" of CMAS/PARCC to those of TCAP, the school's "percentile rank" indicates little to no significant changes to the downward trend as seen in the previous 2 years. As a baseline year, PLC CMAS/PARCC "mean scale scores" for the 2015 school year were as follows: English/Language Arts (MS = 700.1, HS = 701.5), Math (MS = 700.1, HS = 701.5). These "mean scale scores" all fall in to the bottom 1st percentile when compared to all schools across the state of Colorado

### Academic Growth

- Patriot Learning Center's overall school accountability ratings for Academic Growth and Growth Gap have remained steady at the middle school level and have declined significantly at the high school level over the last 3 years. Between 2013 and 2014, middle school academic growth and growth gap remaining steady at 33.3%, while high school ratings declined over the same time period going from 50.0% to 41.7% and 50.0% to 43.8% respectively. Even though the middle school has maintained a consistent growth gap, all these percentages fall well below the expected "Adequate Growth Percentiles" for the state, which are in the upper 90th percentile.

### Postsecondary & Workforce Readiness

- Over the last 3 years, ACT overall "composite" scores have gone from an average of 15.8 to 16.3. Individual ACT test scores have risen in 3 out of 4 individual testing areas over that same time period with English scores going from 14.6 to 14.9, Reading scores have gone from 15.7 to 17.8, and Science scores have risen from 16.0 to 16.6. All content areas ACT scores and the composite scores for PLC fall below the state average scores of 20.7 (composite score), 20.2 for English, 20.4 for Math, 21.0 for Reading, and 20.8 for Science.

### Priority Performance Challenges and Root Cause Analysis

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 school's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

Priority Performance Challenge	Root Cause
HS & MS Math and Reading: Math and Reading data shows a downward trend at both the middle school and high school levels.	<p>→ RC#1 Instruction: Evidence shows that there is a lack of bell to bell instruction, where students are missing valuable instruction time due to transitions and classroom management issues.</p> <p>RC#2 Instruction: Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning approaches.</p> <p>RC#3 Best Practices &amp; Instructional Strategies: Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.</p>
Academic Achievement: Academic achievement is at the approaching level.	<p>→ RC#1 Instruction: Evidence shows that there is a lack of bell to bell instruction, where students are missing valuable instruction time due to transitions and classroom management issues.</p> <p>RC#2 Instruction: Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning approaches.</p> <p>RC#3 Best Practices &amp; Instructional Strategies: Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.</p>
MS Reading: Reading growth is an academic challenge at the middle school level.	<p>→ RC#4 Blended Learning: Evidence indicates a lack of teacher experience and professional training in the new blended learning model has effected implementation and academic success.</p> <p>RC#2 Instruction: Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning</p>

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approaches.

RC#3 Best Practices & Instructional Strategies: Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.

HS & MS Math, Reading, and Writing: Math, writing and reading are the greatest challenges for high school and middle school.



RC#1 Instruction: Evidence shows that there is a lack of bell to bell instruction, where students are missing valuable instruction time due to transitions and classroom management issues.

RC#2 Instruction: Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning approaches.

RC#3 Best Practices & Instructional Strategies: Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.

### Reflection on Priority Performance Challenges

Academic achievement in the three core curricular areas (reading, writing, math) has been in decline over the past 3 years at Patriot Learning Center (PLC). The rationale for choosing the performance challenges related to that decline is to address inconsistencies and gaps that exist in students' basic academic skills. When comparing PLC academic achievement and growth with state and district averages, PLC falls well below those averages in reading, writing, and math for a number of reasons. As an AEC accredited school PLC is performing at a level that is comparable to like schools. The overall goal of PLC is to move our students academically through a concerted effort to change the academic culture of the school. Patriot students have the academic capacity for improvement and it is the school's responsibility to provide them with the tools necessary to grow their skills. The challenges of improving student learning are directly related to best practices in the classroom. PLCs charge is to provide teachers with the training and tools that will increase student engagement, classroom learning, and concept retention through better lesson planning, individualized instruction, standards-based classroom assessment, and data-based student interventions. With PLC student test scores falling in the 1st percentile in all three content areas, the selection of these performance challenges is a strategic step towards meeting the academic needs of the students, while providing fundamental skills that are currently lacking.

## Reflection on Root Cause

RC#1 The root causes associated with bell to bell instruction are a result of lack of teacher preparation and planning. Over the last two years PLC teachers have been observed and evaluations have documented showing that there has been transition and management issues during instructional time. The times where transitions have been of the most concern are at the beginning and end of class. Accountability for teacher planning and direct training in the areas of lesson planning and presentation have not met the needs of the teachers and school. Historically teachers have not included certain elements of a standards-based lesson plan that encourage bell to bell instruction. Essential instructional practices and strategies such as bell ringers and warm-ups have been used sparingly and there has been no consistent closure to lessons. This in turn causes a loss of valuable instruction time and class room management issues.

RC#2 Student centered instruction can be a key component to student engagement and active learning. Through teacher observation and evaluations, evidence suggests that PLC teacher generally present new material and concepts in a traditional teacher centered manner. Although class sizes are small, PLC teachers have relied on instructional strategies with which they are familiar and have used in other traditional settings. These practices can also be linked to lesson planning and teacher training.

RC#3 Teachers hired at PLC generally come from the traditional education setting. It can take several years for teacher to adjust their teaching and instructional strategies to those that are most effective with at-risk student populations. Basic strategies for implementing activities and lessons that are based on student data, student background knowledge, differentiated, and student-centered tend to more time consuming and difficult to plan. Although instructional methodologies and initiatives like Project Based Learning and Online Blended Learning have been discussed and initialed, poor implementation has hindered their success. Along with a lack of teacher training and implementation limitations, cooperative and cross-curricular planning time has not been available because of scheduling constraints.

RC#4 The blended learning model was adopted by PLC middle school nearly 2 years ago. Although research shows that this type of instructional model can be used effectively with at-risk populations, the PLC model was implemented without a training strategy that would enable teacher to continue to receive adequate training and mentorship. With teachers required to teach in a blended model, the model for supplemental classroom support was not addressed and implement ion was left to the teachers. Consequently there has been some dissension and misunderstanding as to how the blended model should look. Another significant issue was staff turnover and reorganization, causing a gap in the instructional effectiveness of this model.

## 1. Summary/Conclusion

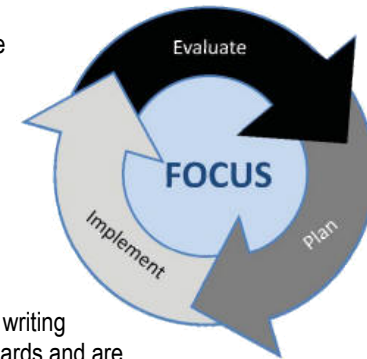
The 2015 - 2016 school year has seen many changes and challenges for Patriot Learning Center. An administrative change and several new staff members afforded the opportunity to create better and stronger systems and promote a greater emphasize on academics. The purpose of the UIP is to address the continuing academic trends and root

causes by establishing new targets for academic success in a positive environment with the help of the teachers, parents, and the SAC. An organizational restructuring of PLC and the creation of a 3-year strategic plan has also provided the chance to re-establish the original intent and goals of the school. The new PLC will narrow its scope and programing offered and put all efforts into raising the academic standards and expectations of the school through skills-based learning opportunities at the high school level. Building educational pathways to encourage student engagement and the relevancy of students' education will be a major part of the academic curriculum and targets. Students will leave Patriot, not only with academic skills in the areas of reading, writing, and math, but with hard and soft skills necessary for a postsecondary work world.

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	Percentile rank for high school reading was 701.5, which falls in the bottom 1 percentile rank. PLC's high school achievement target for 2015-2016 is to raise the "mean scale score" for reading to 710.0.
	2016-2017	Percentile ranking for middle school reading was 700.1, which falls in the bottom 1 percentile rank. PLC's middle school achievement target is 710.0.  PLC's high school achievement target for 2016-2017 is to raise the "mean scale score" for reading to 720.0.
Interim Measures		Note: PLC will not have a middle school starting in the 2016-2017 school year. Analysis of BEACON (Fall/Winter/Spring) AIMS (Fall/Spring) Reading Plus Benchmarks

School Code: 6810

School Name: PATRIOT LEARNING CENTER

	BARTON Benchmarks DIBELS CARRIE
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Subject		M
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	Percentile rank for high school math was 707.8, which falls in the bottom 1 percentile rank. PLC's high school achievement target for 2015-2016 is to raise the "mean scale score" for math to 715.0. Percentile ranking for middle school math was 709.0, which falls in the bottom 2 percentile rank. PLC's middle school achievement target is 720.0.
	2016-2017	PLC's high school achievement target for 2016-2017 is to raise the "mean scale score" for math to 725.0. Note: PLC will not have a middle school starting in the 2016-2017 school year.
Interim Measures		Analysis of BEACON (Fall/Winter/Spring) ASPIRE (Spring) AIMS (Fall/Spring) SMI Unit Assessments

Subject		W
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	Percentile rank for high school writing was 701.5, which falls in the bottom 1 percentile rank. PLC's high school achievement target for 2015-2016 is to raise the "mean scale score" for writing to 715.0. Percentile ranking for middle school reading was 700.1, which falls in the bottom 1 percentile rank. PLC's middle school achievement target is 715.0.
	2016-2017	PLC's high school achievement target for 2016-2017 is to raise the "mean scale score" for writing to 725.0. Note: PLC will not have a middle school starting in the 2016-2017 school year.
Interim Measures		Common Writing Assessments (Fall and Spring - graded on school writing rubric) Weekly Writing Skills Assessment Analysis of BEACON (Fall/Winter/Spring) ASPIRE (Spring) AIMS (Fall/Spring)

## Academic Growth

Subject	R
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School Code: 6810

School Name: PATRIOT LEARNING CENTER

Priority Performance Challenge		MS Reading
Annual Performance Targets	2015-2016	In 2014, middle school reading earned a performance indicator rating of "approaching" and was at 60% (minimum "performance" percentage) of the framework points for alternative education campuses. In 2015, the percentile ranking for middle school reading was 700.1, which falls in the bottom 1 percentile rank. PLC's achievement target for 2015-2016 is to have an performance indicator rating of "meets."
	2016-2017	Note: PLC will not have a middle school starting in the 2016-2017 school year.
Interim Measures		Analysis of BEACON (Fall/Winter/Spring) AIMS (Fall/Spring) Reading Plus Benchmarks BARTON Benchmarks DIBELS CARRIE SMI

Subject		
Priority Performance Challenge		HS & MS Math, Reading, and Writing
Annual Performance Targets	2015-2016	CMAS/PARCC "mean scale scores" for the 2015 school year were as follows: English/Language Arts (Reading) MS = 700.1 & HS = 701.5, English/Language Arts (Writing) MS = 701.1 & HS = 701.5, and Math MS = 709.0 & HS = 707.8. These "mean scale scores" all fall in to the bottom 1st percentile when compared to schools across the state of Colorado. The target improvement score for both HS and MS for 2016 is 710 for reading, for writing it is 715 for both HS and MS, and for math it is 715 for HS and 720 for MS.
	2016-2017	PLC's high school achievement target for 2016-2017 is to raise the "mean scale score" for reading to 720.0, writing to 725.0, and math to 725.0. Note: PLC will not have a middle school starting in the 2016-2017 school year.
Interim Measures		Analysis of BEACON (Fall/Winter/Spring) ASPIRE (Spring) AIMS (Fall/Spring) BARTON Benchmarks Reading Plus Benchmarks DIBELS CARRIE Common Writing Assessments (Fall and Spring - graded on school writing rubric) Weekly Writing Skills Assessment

## Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	ACT overall "composite" scores have gone from an average of 15.8 for 2013 to 16.3 for 2015. Individual ACT test scores for 2015 were: English (14.9), Reading (17.8), Math (15.5), and Science (16.6). Although individual test goals may vary based on previous years' scores, the overall goal for 2016 would be to increase the "composite" score by 1 point to 17.3.
	2016-2017	The overall goal for the 2016-17 school year would be to increase the "composite" score on the ACT 2 points to 18.3.
Interim Measures		ASPIRE (ACT Prep) ASPIRE (Spring) AIMS (Fall/Spring) Reading Plus Benchmarks Common Writing Assessments (Fall and Spring - graded on school writing rubric) Weekly Writing Skills Assessment

## Action Planning Form for 2015-16 and 2016-17

### Major Improvement Strategy: MIS#1 Teacher Training and Professional Development within Math Content

Train teachers to implement math instructional designs and delivery lessons that are based on best practices, utilizing research based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.

### Root Cause(s) Addressed:

RC#3 Best Practices & Instructional Strategies

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Aug. 2015 - May. 2016

#### Parent Nights

##### Description:

Conduct a minimum of three parent nights to discuss progress of students and inform parents of school support programs in math. Supply food for parents and students during parent nights.

##### Implementation Benchmarks:

Initial parent will be held by mid-August.

Parent/Teacher Conferences.

Second meeting will be held in January.

Last meeting in April.

##### Resources:

All appropriate Title I forms and letters

Food supply

Community Outreach supports

##### Key Personnel:

Kim Brown (PLC Teacher)

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School Name: PATRIOT LEARNING CENTER

	<p>Paul Austin (PLC Teacher) Donna Baumann (PLC Teacher) Steve Oberg (PLC Principal) Amanda Ortiz-Torres (PLC AP) Kathy Heaseker (PCL SPED Teacher)</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - May. 2016	<p><b>Develop and implement Professional Learning Communities</b></p> <p><b>Description:</b> Create Professional Learning Communities schedule to support teachers on instructional development.</p> <p><b>Implementation Benchmarks:</b> Use an 1 hour and 15 minutes every Friday afternoon during the school year to hold and conduct PLCs.</p> <p><b>Resources:</b> State and local math assessment data Instructional intervention strategies</p> <p><b>Key Personnel:</b> PLC Staff PLC Administration</p> <p><b>Status:</b> In Progress</p>
-	<b>Electronic Resources</b>

	<p><b>Description:</b> Implement and use math electronic resources to deliver instruction and target intervention for identified students.</p> <p><b>Implementation Benchmarks:</b> Use Fuel Ed online curriculum in blended learning model. Purchase and use Brian POP as supplementary math instructional and engagement tool.</p> <p><b>Resources:</b> Fuel Ed curriculum. Brain POP</p> <p><b>Key Personnel:</b> PLC Middle School Staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Instructional Coaching</b></p> <p><b>Description:</b> Schedule time and sessions for teachers to work with i-Connect Zone instructional coaches in supporting teachers on instructional development. Hire Kim Blair, Instructional Literacy Consultant to provide instructional feedback, coaching and conduct Professional Learning Community sessions. Kim</p> <p><b>Implementation Benchmarks:</b> Coaches and consultant will observe teachers during classroom instruction on a weekly basis. Coaches and consultant will meet with teachers during their planning time to provide feedback and discuss areas for improving instruction.</p> <p><b>Resources:</b></p>

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	<p>PLC time for staff training Teacher planning periods</p> <p><b>Key Personnel:</b> Amanda Ortiz-Torres, Assistant Principal Heather Mavel, i-Connect Zone Coach Kim Blair, Instructional Consultant</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Resource Math Classes</b></p> <p><b>Description:</b> Provide resource math classes and Individual attention for low performing students.</p> <p><b>Implementation Benchmarks:</b> Use Math assessment to determine students for targeted instruction and interventions. Schedule time within the SPED schedule for pullout and co-taught math classes.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Kelli Estepp (PLC Counselor) Amanda Ortiz-Torres (PLC AP) Roberta Comfort (PLC SPED teacher)</p> <p><b>Status:</b> In Progress</p>

<p>Aug. 2015 - Apr. 2016</p>	<p><b>Assessment Analysis</b></p> <p><b>Description:</b> Use and analyze Keystone National Assessment and MCAP normed to AIMS Web</p> <p><b>Implementation Benchmarks:</b> Keystone National Assessment and MCAP will be given in August 2015. Data will be used to determine the skill level of the students and math class placement.</p> <p><b>Resources:</b> Classroom online testing.</p> <p><b>Key Personnel:</b> Donna Baumann (PLC Teacher)</p> <p><b>Status:</b> Complete</p>
<p>Jan. 2016 - May. 2016</p>	<p><b>Integrated Algebra</b></p> <p><b>Description:</b> Create an integrated Algebra course for student that test between Algebra I and Algebra II</p> <p><b>Implementation Benchmarks:</b> Use math assessment data to determine students that will be placed in Integrated Math Class. Rearrange PLC class schedule to accommodate Integrated Math section.</p> <p><b>Resources:</b> Math teacher and classroom availability.</p>

**Key Personnel:**

Kelli Estepp (PLC Counselor)

Amanda Ortiz-Torres (PLC AP)

Eric Lustig (PLC Teacher)

**Status:**

Complete

**Major Improvement Strategy:** MIS#2 Improved reading and writing instruction

Provide literacy training and professional development opportunities to help teachers implement reading and writing instructional design and strategies that utilize research based instructional practices, with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.

**Root Cause(s) Addressed:**

RC#3 Best Practices & Instructional Strategies

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

Action Steps	
Aug. 2015 - May. 2016	<p><b>Reading Supplies</b></p> <p><b>Description:</b> Acquire supplies for reading Interventionist and offer more individual attention to students who are identified through their assessments.</p> <p><b>Implementation Benchmarks:</b> Purchase supplemental reading assessment, evaluation, instructional materials. Integrate new supplemental materials into existing classroom interventions and instruction. Use online interventions (i.e.. Brain POP...) to enhance students' reading engagement and learning.</p> <p><b>Resources:</b> Title I Grant monies.</p> <p><b>Key Personnel:</b> Kathy Heaseker (PLC SPED Teacher)</p> <p><b>Status:</b> In Progress</p>
-	<b>Parent Nights</b>

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	<p><b>Description:</b> Provide forums for the parents and/or guardians of Title I students to attend and become partners in improving their child's reading.</p> <p><b>Implementation Benchmarks:</b> Initial Parent meeting held in August 2015. Parent Teacher Conferences (Fall, Winter, and Spring). Mid-year Meeting held in January 2016.</p> <p><b>Resources:</b> Provide food and beverages for meetings.</p> <p><b>Key Personnel:</b> Middle School PLC Staff PLC Administrative Staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Targeted Reading Assistance</b></p> <p><b>Description:</b> Provide pullout classes for reading intervention and targeted assistance for students that test at two levels below their grade.</p> <p><b>Implementation Benchmarks:</b> Use half-time special education teacher to facilitate and assess students reading progress. Schedule students in pullout classes based on reading needs.</p> <p><b>Resources:</b></p>

	<p>DIBELS and CARRIE assessment three times a year to monitor student progress and targeting student instruction.</p> <p>K-12 Reader for online enrichment for comprehension, vocabulary, and written expression.</p> <p>Implement Reading Plus and use data to inform instruction.</p> <p>Academic Therapeutic Novels to increase student reading fluency, comprehension, and vocabulary.</p> <p><b>Key Personnel:</b> Kelli Estepp (PLC Counselor) Roberta Comfort (PLC SPED Teacher) Kathy Haeseker (PLC SPED Teacher)</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - Aug. 2015	<p><b>Multi-Disiplinary Approach</b></p> <p><b>Description:</b> Create a humanities class for middle school, providing multi-disciplinary resources and reading materials and opportunities to demonstrate reading and writing skills across the curriculum.</p> <p><b>Implementation Benchmarks:</b> Combine English and Social Studies classes to form Humanities Class for 6th-8th grades.</p> <p><b>Resources:</b> Fuel Ed. online English and Social Studies curriculum. Classroom library.</p> <p><b>Key Personnel:</b> Kim Brown (PLC Teacher)</p>

	<b>Status:</b> Complete
Aug. 2015 - May. 2016	<b>Sustained Silent Reading (SSR)</b>  <b>Description:</b> Implement Sustained Silent Reading across the curriculum to support student reading as a practiced skill, building comprehension and fluency in a non-threatening environment.  <b>Implementation Benchmarks:</b> Distribute SSR guidelines to staff. Schedule 15 minutes a day, four days a week for Sustained Silent Reading. On-going throughout the school year. Distribute schedule weekly.  <b>Resources:</b> Classroom libraries.  <b>Key Personnel:</b> Steve Oberg (PLC Principal) Amanda Ortiz-Torres (PLC AP) PLC Staff  <b>Status:</b> In Progress
Aug. 2015 - May. 2016	<b>Professional Development</b>  <b>Description:</b> Provide in-district and other professional development opportunities for teacher in instruction strategies, lesson plan development, and

	<p>lesson delivery.</p> <p><b>Implementation Benchmarks:</b></p> <p>Schedule time and sessions for teachers to work with i-Connect Zone instructional coaches.</p> <p>Hire Kim Blair, Instructional Literacy Consultant to provide instructional feedback, coaching and conduct Professional Learning Community sessions.</p> <p>Send several staff members to state and national literacy and reading conferences.</p> <p>Implement classroom observations by instructional coach and literacy consultant.</p> <p><b>Resources:</b></p> <p>i-Connect Instructional Coaching staff.</p> <p>Educational Conferences</p> <p><b>Key Personnel:</b></p> <p>Heather Mavel (i-Connect Zone Instructional Coach)</p> <p>Kim Blair (Literacy Consultant/Coach)</p> <p>PLC Staff</p> <p><b>Status:</b></p> <p>In Progress</p>
Sep. 2015 - Oct. 2015	<p><b>School-wide Writing Rubric</b></p> <p><b>Description:</b></p> <p>Develop and implement school wide writing rubric based on Six Trait Writing and Step-up to Writing indicators.</p> <p><b>Implementation Benchmarks:</b></p> <p>Research writing benchmarks and determine rubric expectations and assessment points.</p> <p>Discuss building writing expectations and goals.</p>

	<p>Create writing rubric based on indicators associated with Six Trait Writing and Step-up to Writing.          Approve building rubric.          Norm and use new rubric to assess student writing.</p> <p><b>Resources:</b>          Common Core Standards          Six Trait Writing Curriculum          Step-up to Writing Curriculum</p> <p><b>Key Personnel:</b>          Steve Oberg (PLC Principal)          Amanda Ortiz-Torres (PC AP)          PLC Staff</p> <p><b>Status:</b>          Complete</p>
Nov. 2015 - May. 2016	<p><b>Building Writing Assessment</b></p> <p><b>Description:</b>          Administer and analyze a building writing assessment twice a year to benchmark student-writing skills and develop individual student writing goals.</p> <p><b>Implementation Benchmarks:</b>          Building pre-assessment given in November.          Data collected from pre-aessment used to to establish leaning targets to be addressed through weekly writning goals and assessments.          Use budding writing rubric to evaluate and assess student progress.          Building post-assessment given in May.</p>

**Resources:**

Online content area writing resources give to teachers each week for planning and writing interventions.  
Professional development and guidance during PLCs.

**Key Personnel:**

Kim Blair (Literacy Coach)  
Amanda Ortiz-Torres ((PLC AP)

**Status:**

In Progress

**Major Improvement Strategy:** MIS#3 Increase Career and College Readiness

Train teachers and implement instructional designs that are research based strategies with the purpose of improving college and career readiness, and ACT preparedness.

**Root Cause(s) Addressed:**

RC#3 Best Practices & Instructional Strategies

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - Dec. 2015

**Project Based Learning (PBL)**

**Description:**

Train teachers and implement a Project Based-Learning model across the curriculum to engage students in meaningful problem solving and extended periods of time to investigate and respond to engaging and complex questions. Teachers will use instructional strategies targeting the development of reading, writing, math, and science skills in the context real world problems and challenges.

**Implementation Benchmarks:**

Implement a limited project for the 1st semester that includes at least 2 content areas.

Use PLC time to plan, discuss, and evaluate the implementation of the 1st semester project.

Teachers that have PBL training will lead the project and train other staff members on the basics of PBL.

Evaluate effectiveness of limited project and determine the feasibility of PBL as a viable learning model for PLC.

**Resources:**

PLC staff members.

Create time during Friday afternoon PLCs for planning.

**Key Personnel:**

Eric Lustig (PLC Teacher)

Jason Kopp (PLC Teacher)

Steve Oberg (PLC Principal)

School Code: 6810

School Name: PATRIOT LEARNING CENTER

	<b>Status:</b> Complete
Mar. 2016 - Apr. 2016	<b>ACT Prep</b>  <b>Description:</b> Develop and coordinate a six-week ACT prep program for all juniors that provides students with test-taking skill, comprehensive content review, and diagnostic testing for creating individualized study paths.  <b>Implementation Benchmarks:</b>  <b>Resources:</b>  <b>Key Personnel:</b> Kelli Estepp (PLC Counselor) Amanda Ortiz-Torres ( PLC Assessment Coordinator) Eric Lustig (PLC Teacher)  <b>Status:</b> In Progress
Mar. 2016 - Apr. 2016	<b>ASPIRE</b>  <b>Description:</b> Use the ASIPRE assessment as a predictive indicator of post-secondary preparedness and identify ACT readiness, college and career readiness, and suggested growth path for individual students.  <b>Implementation Benchmarks:</b> ASPIRE online assessment given in March to all high school students

	<p><b>Resources:</b> ACT ASPIRE online assessments</p> <p><b>Key Personnel:</b> Kelli Estepp (PLC Counselor) Amanda Ortiz-Torres (PLC AP &amp; School Assessment Coordinator)</p> <p><b>Status:</b> Not Started</p>
Mar. 2016 - Apr. 2016	<p><b>ACT Readiness Class</b></p> <p><b>Description:</b> Plan and implement a six-week preparatory class as part the junior class curriculum integrating testing strategies that focus on ACT readiness benchmarks in Reading, Writing, math, and science.</p> <p><b>Implementation Benchmarks:</b> Find and use an online ACT prep program that will be implemented during the Junior's PBL block. Start program in March. Complete prep program by mid April.</p> <p><b>Resources:</b> Online ACT Prep Course (TBA)</p> <p><b>Key Personnel:</b> Kelli Estepp (PLC Counselor) Amanda Ortiz-Torres (PLC AP)</p>

	<b>Status:</b> Not Started
Jul. 2015 - May. 2016	<b>Construction Academy</b>  <b>Description:</b> Establish and develop the curriculum for an on-site Construction Academy consisting of a four-year program designed to introduce students to a variety of construction career professions. Students will receive instruction and hands on experience as part of a project-based learning curriculum related employment or post-secondary education.  <b>Implementation Benchmarks:</b> Add Levels I, II, & III construction courses to the schedule. Complete and equip the construction shop (Art Barn). Acquire HBA & HBI approved curriculum. Transition to use classrooms currently located at the front of the Falcon Legacy Campus. Add construction math classes and other soft skill course work to the curriculum.  <b>Resources:</b> Home Builders Association Home Builders Institute  <b>Key Personnel:</b> Nikki Lester (CTE Coordinator) Jim Baumann (Construction Teacher) HBA associates and board members  <b>Status:</b> In Progress
Nov. 2015 - Apr. 2016	<b>ICAPs</b>

	<p><b>Description:</b> Identify the post-secondary goals of students through ICAPs and develop short term and long-term goals for creating education paths that facilitate personal interests, and post-secondary career and college choices.</p> <p><b>Implementation Benchmarks:</b> Complete Senior ICAPs by January 2016. All other student by May 1, 2016. Offer concurrent enrollment classes through PPCC. Inform students of AVB and AVP programs. Develop and implement Construction and Culinary Academies at Patriot Learning Center. Coop with Peyton School District for vocational opportunities.</p> <p><b>Resources:</b> School and District personnel associated with each program. Pike's Peak Community College. City and County Homebuilders Association. Peyton School District</p> <p><b>Key Personnel:</b> Kelli Estep (PLC Counselor) Nikki Lester (CTE Coordinator) Steve Oberg (PLC Principal) Amanda Ortiz-Torres (PLC AP) Mary Perez (Pathways Coordinator)</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - May. 2016	<b>Post-Secondary Options</b>

**Description:**

Create a schedule and articulate courses that accommodate student learning opportunities in District 49 Career Academies, D49 Pathways, Career & Technical Education, and Concurrent Enrollment.

**Implementation Benchmarks:**

Reorganize the PLC program to include only a high school.

Build a schedule that consist of 3 sessions (3 periods each) and would in compass what is now Night School.

Start Levels I and II Construction Class as part of the Residential Construction Academy (RCA).

Implement a modified period schedule to create blocks for time for Level III Construction classes and future Culinary Academy.

**Resources:**

Zone and Building reorganization plan.

3 Year Strategic Plan for reorganization of Patriot Learning Center.

**Key Personnel:**

Peter Hilts (D49 CEO)

Andy Franko (Zone Leader)

Nikki Lester (CTE)

Steve Oberg (PLC Principal)

Amanda Ortiz-Torres (PLC AP)

Kelli Estepp (PLC Counselor)

**Status:**

In Progress

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

School Pikes Peak School of Expeditionary Learning

**Accreditation Rating** \_\_\_\_\_

Name	Position
Tim Garrett	Chair / Community Member
Don Knapp	Principal
Jeanne Wheeler	DAC rep
Jessica Vandevosse	Parent
Kristen Krull	Parent
Wallace Cross	Parent
Dean Jaeger	Board member

School Accountability Committee:

- Date the Plan was presented to SAC for review:  
10/1/15 & 3/8/16
- Signature of Principal:  
*[Handwritten Signature]*
- Signature of SAC Chairperson:  
*[Handwritten Signature]*
- Signatures of additional SAC members who reviewed the plan:  
*[Handwritten Signatures]*

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **6935** School Name: **PIKES PEAK SCHOOL EXPEDITIONARY LEARNING**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Writing for Male Students:** Male students generally achieve lower, especially in writing, when compared to their female counterparts.
- **Math Standard 1:** Students were generally low at Math Standard 1, specifically Number sense.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Instruction:** Instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.
- **Number Sense:** Students did not have enough practice to become proficient in number sense, including conversations, explanations and critical thinking.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Institute a systematic, school-wide approach to teaching Math Standard 1:** School-wide, data demonstrated that PPSEL students needed improvement in Math Standard 1.
- **Research best practices instructing males in writing and implement strategies:** PPSEL staff will be researching best practices around writing and males and then implementing these school-wide.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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School Name: **PIKES PEAK SCHOOL EXPEDITIONARY LEARNING**

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

## Additional Information about the School

### Comprehensive Review and Selected Grant History

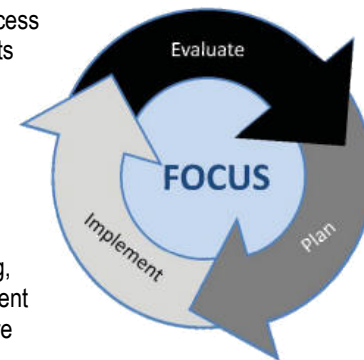
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	The school has received ELAT grant funds to help with early literacy and the BURST program. The funds have been available the entire year and is in cooperation and conjunction with the school district.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	The school has no plans for this.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	The school had an external evaluation in 2011, but hasn't had any further visits.

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### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** The School Accountability Committee (SAC) of Pikes Peak School of Expeditionary Learning (PPSEL) consists of members representing various departments and stakeholders. Parents, teachers, and administration contribute to the development of this plan. This plan will be presented to the District Accountability Advisory Committee and the Falcon D49 School Board.

#### 2. Prior Year Targets

Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.

##### Academic Achievement (Status)

**Prior Year Target:** Writing:

Increase male students scoring PA at each content area at each level by 5 percentage points as measured by TCAP and the School Performance Framework.

ES Males 77%

MS Males 64%

**Performance on Target:** Because of the switch from TCAP to PARCC, it is not possible to use the same percentages as was listed as the target. When reflecting on our performance based on percentile ranks, elementary students showed a slight (2%) decline in writing while middle school students showed a major increase

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(9%). Overall the school's percentile increased, but we will want to keep an eye on the elementary scores.

### Academic Growth

**Prior Year Target:** The school had no growth targets because we were meeting all targets.

**Performance on Target:** N/A

### Academic Growth Gaps

**Prior Year Target:** Math:

"Students with Growth Gap deficiencies will increase the median growth percentile (MGP) to at least 72%.

**Performance on Target:** Because of the switch from TCAP to PARCC, it is not possible to use the same percentages as was listed as the target.

### Postsecondary & Workforce Readiness

**Prior Year Target:** We are a K-8 school, so this is not applicable.

**Performance on Target:**

### Academic Achievement Reflection

The school worked on the writing of males in several ways and saw some success on common school assessments. There were many different strategies and professional development implement to see this progress, although we haven't closed the gap as much as needed.

### Academic Growth Reflection

While the school is always concerned about growth and looking for ways to allow students to grow even more, the school had no official growth targets on the 2014-2015 UIP.

### Academic Growth Gaps Reflection

The school did some work around strategies for disaggregated groups, but also general work on Math (specifically Standard 1). The data we have suggests that additional work is still needed for the school as a whole, which includes these students with growth gaps.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

Data analysis is different than in the past. The change from TCAP to PARCC means that interim testing data is the primary tool that the school is using to make sure that students are hitting standards and are growing. This will be the case until PARCC has been more fully implemented and also when it has been implemented long enough to have growth data.

Local data included the NWEA MAP assessments for students 2<sup>nd</sup>-8<sup>th</sup> grade, PPSEL Writing Assessment, which is administered at all grade levels three times a year, Dibels tests, Adams 50 reading comprehension assessments, common assessments as well as progress monitoring data, Saxon math assessments, and other sources of classroom data as applicable. Data from the Colorado Growth Model was also considered in the process of data analysis. The data were analyzed over several meetings of the School Accountability Committee. Needs of the school were prioritized and analyzed using the data.

The school has received a "performance" plan since 2012 on the Performance Frameworks from the state, and have had a higher percentage each year since then. The trend indicates that the school is improving and its strategies are working. The school saw improvements pretty much across the board, as expected. The great news is that students met ALL targets on the Performance Frameworks for 1-year data.

Challenges were still that students with IEPs, minority students, and students who qualify for Free/Reduced Lunch underperform as compared to peers who are not in those categories. Minority students, however, have made adequate growth, which is important.

A review of data was conducted by looking at all aspects of assessment data, as well as all subgroups of students at PPSEL. The SAC evaluated the data as a team and identified significant data and trends in both the previous school year, and the previous three years.

The main data used as local/interim data was NWEA MAP data because it is nationally normed and we have growth data from year to year because the school has used this assessment for many years.

#### Mathematics

	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Total Students With Valid Growth Test Scores</b>	44	45	44	46	44	48	45
<b>Mean RIT</b>	184.1	194.4	206.8	213.6	215.5	229.8	239.6

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<b>Standard Deviation</b>	11.5	12.9	11.3	12.4	11.9	13.8	14.8
<b>Norm Grade Level Mean</b>	178.2	191.4	202.8	212.2	218.2	223.1	226.7
<b>RIT</b>							
<b>Students At or Above</b>							
<b>Norm Grade Level Mean</b>	31	28	24	23	16	31	37
<b>RIT</b>							



<b>Language</b>	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Total Students</b>							
<b>With Valid Growth Test Scores</b>	42	45	44	47	42	48	45
<b>Mean RIT</b>	185.6	196.2	203.5	213.6	212.9	218.1	223.9
<b>Standard Deviation</b>	12.5	15.5	11.3	10.4	11.3	12.1	10.5
<b>Norm Grade Level Mean</b>	176.1	190.5	199.7	206.3	211.2	214.4	216.4
<b>RIT</b>							
<b>Students At or Above</b>							
<b>Norm Grade Level Mean</b>	34	32	26	39	24	30	35
<b>RIT</b>							



<b>Reading</b>	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
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School Code: 6935

School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

<b>Total Students With Valid Growth Test Scores</b>	44	45	44	47	42	47	45
<b>Mean RIT</b>	184.5	192.6	205.5	209.7	211.5	219.1	224.2
<b>Standard Deviation</b>	15.9	14	11.9	13.8	13.3	17.3	16.4
<b>Norm Grade Level Mean RIT</b>	176.1	189.4	199	206.3	211.5	214.8	217.5
<b>Students At or Above Norm Grade Level Mean RIT</b>	32	31	33	28	25	36	30

A review of the data sets above demonstrate that overall PPSEL students are performing above the national norm score at all grade levels in all three subjects: Math, Reading, and Language Usage.

A review of other sources of data confirms the results of NWEA MAP.

Initial PARCC scores have released as of this writing and the school sees that the trend continues for the English/Language Arts assessment. The school did see a significant decrease in how it scores in Math as compared to similar school in the district. While NWEA MAP scores did not show this same, the committee sees that Math is still something that needs to be addressed aggressively by the school.

#### 4. 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.

#### Academic Achievement (Status)

- All grades, except 7th grade, are trending lower on state tests according to initial PARCC data in math. Students were lower than their peers in the local geographical area.
- Students remain steady in ELA testing from 2013-2015. Keep in mind, this stability also includes a weakness in the writing scores for males.

#### Academic Growth

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- NWEA MAP data shows "acceptable growth" in reading, language and math. As a school, students are generally trending higher.

### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

#### Priority Performance Challenge



#### Root Cause

Writing for Male Students: Male students generally achieve lower, especially in writing, when compared to their female counterparts.



Instruction: Instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.

Math Standard 1: Students were generally low at Math Standard 1, specifically Number sense.



Number Sense: Students did not have enough practice to become proficient in number sense, including conversations, explanations and critical thinking.

### Reflection on Priority Performance Challenges

Upon consideration of 3 years of data, overall PPSEL students have met the standards for achievement as a whole. Achievements scores are generally trending higher for the 3 years in all subject areas, although male students achieve lower, especially in writing, when compared to their female counterparts.

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In addition, number sense is an area that students more frequently performed lower on when looking at what is trending in math. While our achievement and growth continue to improve, this is an area that, school-wide, students still struggle with more than others.

NWEA MAP testing, common writing assessments, Dibels testing, Adams-50 are all types of data that PPSEL uses to inform staff in addition to TCAP. NWEA Map testing, in particular, is used as a compass for TCAP results. 2013-2014 results demonstrated similar academic trends, and the school had a verification of this analysis through a independent research study.

### Reflection on Root Cause

The process used for the Root Causes were based on Root Cause Analysis as compiled by Preuss. The team looked at the data (evidence) closely--we looked at grade levels, gender, and other available disaggregated data. They were selected and verified using a 5 Whys protocol.

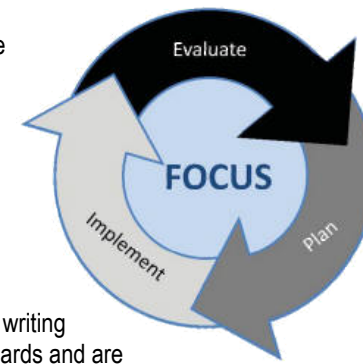
## 1. Summary/Conclusion

As noted above, data is not as easily clear because of the transition from TCAP to PARCC, but it is clear that the same obstacles from last year still exist and that the work that began needs to be continued.

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		M
Priority Performance Challenge		Math Standard 1
Annual Performance Targets	2015-2016	Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%. ES Math target 78% MS Math target 81%
	2016-2017	Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%. ES Math 83% MS Math 86%
Interim Measures		With the change from TCAP to PARCC, our interim measures are used for our targets, but we do assess students with NWEA MAP two times a year.
Subject		W
Priority Performance Challenge		Writing for Male Students

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Annual Performance Targets	2015-2016	Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%. ES Language Usage (Subgoal Writing: Plan, Organize, Develop, Revise, Research) 77% MS Language Usage (Subgoal Writing: Plan, Organize, Develop, Revise, Research) 78%
	2016-2017	Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%. ES Language Usage (Subgoal Writing: Plan, Organize, Develop, Revise, Research) 82% MS Language Usage (Subgoal Writing: Plan, Organize, Develop, Revise, Research) 83%
Interim Measures		School Common Assessment administered quarterly.

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Institute a systematic, school-wide approach to teaching Math Standard 1  
School-wide, data demonstrated that PPSEL students needed improvement in Math Standard 1.

**Root Cause(s) Addressed:**  
Number Sense

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Aug. 2014 - May. 2016

#### Professional Development

##### Description:

Implement long-term professional development on the workshop model 2.0, with a focus on Math.

##### Implementation Benchmarks:

- Professional development on Grapple step and create criteria. Match current Math standards to workshop
- Professional development on Discuss and Focus steps and create criteria. Match current Math standards to workshop
- Professional development on Apply and create criteria. Match current Math standards to workshop
- Professional development on Synthesis step and create criteria. Match current Math standards to workshop

##### Resources:

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	<p>Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning \$25,000/year.</p> <p>Professional Development Time.</p> <p><b>Key Personnel:</b> Instructional Coach; Principal; Expeditionary Learning School Designer</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Vertical Skill Implementation</b></p> <p><b>Description:</b> After vertically aligning math skills last school year, the staff will work on the school-wide implementation of these skills. This will include PLC time, accountability with school leaders, and vertical teams using set data and reflection time.</p> <p><b>Implementation Benchmarks:</b></p> <ul style="list-style-type: none"> <li>--Introduce timeline and expectations to staff in the fall.</li> <li>--Set coaching cycles partially around the vertically aligned skills at the beginning of each quarter.</li> <li>--Model Data and Reflection time with teams in August</li> <li>--Set Math Data and Reflection times at least monthly.</li> </ul> <p><b>Resources:</b> Common Core Standards; Models from other districts; Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning \$25,000/year.</p> <p><b>Key Personnel:</b></p>

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School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

	<p>Leadership Committee; Instructional Coach</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Rubric Implementation</b></p> <p><b>Description:</b> PPSEL began its creation and use of the standards-aligned rubrics in the 2014-2015 school year. In the 2015-2016 school year, PPSEL staff will begin a systematic implementation of these rubrics for all math instructors.</p> <p><b>Implementation Benchmarks:</b>  --School leadership works with grade level teams during team planning on rubrics to make sure that they are understood and the expectations of their use is understood. Fall 2015   --Rubrics used as part of the grading process each of the 4 quarters.   --Students are able to explain where they land on the rubric each time the rubric is used throughout the year.</p> <p><b>Resources:</b> Common Core Standards</p> <p><b>Key Personnel:</b> Data Committee</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - Jan. 2016	<p><b>Book Study: Driven By Data</b></p> <p><b>Description:</b></p>

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	<p>PPSEL staff will read sections of Driven by Data by Bambrick-Santoyo so that all staff will understand how to get students involved in their own data and involve them in the process of their growth as a learner, which will be a specific focus of math instruction.</p> <p><b>Implementation Benchmarks:</b> Order Books October 2015</p> <p><b>Resources:</b> Copies of book for staff</p> <p><b>Key Personnel:</b> Math Teachers</p> <p><b>Status:</b></p>
<p>Aug. 2014 - May. 2016</p>	<p><b>Math Modules</b></p> <p><b>Description:</b> Implementation of Common Core Math Modules from Expeditionary Learning-"Engaged New York"</p> <p><b>Implementation Benchmarks:</b> Professional Development days scheduled for Expeditionary Learning School Designer.</p> <p><b>Resources:</b> Access to Expeditionary Learning Commons Professional Development Time.</p> <p><b>Key Personnel:</b> Instructional Coach; Principal; Expeditionary Learning School Designer</p>

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	<b>Status:</b> In Progress
Aug. 2014 - May. 2016	<b>Research</b>  <b>Description:</b> Focused research staff study on Math Standard 1  <b>Implementation Benchmarks:</b> Professional Development days scheduled for Expeditionary Learning School Designer.  <b>Resources:</b> Professional Development Time.  <b>Key Personnel:</b> Instructional Coach; Principal; Expeditionary Learning School Designer  <b>Status:</b> In Progress

**Major Improvement Strategy:** Research best practices instructing males in writing and implement strategies  
PPSEL staff will be researching best practices around writing and males and then implementing these school-wide.

**Root Cause(s) Addressed:**  
Instruction

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

### Action Steps

Oct. 2014 - Dec. 2015

#### Whole-Staff Data Analysis

##### Description:

Staff will deeply examine disaggregated data from each subgroup. From that examination, teachers will create action plans to address concerns around males.

##### Implementation Benchmarks:

Gather and organize data from Alpine August 2015 and again when PARCC data is released.

Create Notecatcher

Steps created for "next steps" in classrooms.

##### Resources:

Tier 1 Salary for Instruction Coach – Local Sources

##### Key Personnel:

Instructional Coach; Principal; Expeditionary Learning School Designer

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School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

	<p><b>Status:</b> In Progress</p>
Nov. 2015 - Feb. 2015	<p><b>Revised Book Study</b></p> <p><b>Description:</b> Returning staff who were part of the book study Writing the Playbook by King will lead a revised book study format to bring new staff the information from the book study (major themes, suggested strategies, etc.)</p> <p><b>Implementation Benchmarks:</b> Order Books Summer 2015</p> <p>Implement study in professional development during 2nd quarter 2015</p> <p><b>Resources:</b> Copies of book – Local Sources</p> <p><b>Key Personnel:</b> All staff</p> <p><b>Status:</b> Not Started</p>
Oct. 2014 - May. 2016	<p><b>Workshop Model focused on writing</b></p> <p><b>Description:</b> Implement long-term professional development on the workshop model 2.0, with a focus on writing.</p> <p><b>Implementation Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Professional development on Grapple step and create criteria. Match current writing standards to workshop</li> </ul>

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School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

	<ul style="list-style-type: none"> <li>Professional development on Discuss and Focus steps and create criteria. Match current writing standards to workshop</li> <li>Professional development on Apply and create criteria. Match current writing standards to workshop</li> <li>Professional development on Synthesis step and create criteria. Match current writing standards to workshop</li> </ul> <p><b>Resources:</b> Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning \$25,000/year.  Professional Development Time.</p> <p><b>Key Personnel:</b> Instructional Coach; Principal; Expeditionary Learning School Designer</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Peer Critique</b></p> <p><b>Description:</b> Teachers will critique lessons of peers using rubrics for quality work and using the Expeditionary Learning Quality Work Protocol.</p> <p><b>Implementation Benchmarks:</b> Familiarize staff with Quality Work criteria-August 2015  Self-assess lessons using the criteria-September 2015  Do official Quality Work Protocol to give feedback on lessons and on work (also part of Expeditionary Learning credentialing process)--once in the fall and once in the spring.</p>

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	<p><b>Resources:</b> Core Practice Benchmarks</p> <p><b>Key Personnel:</b> Writing Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>PLCs: Boy Writing</b></p> <p><b>Description:</b> PLCs: Successes and obstacles with male writers. Teacher reflect on practices and share successful strategies using data and work through obstacles.</p> <p><b>Implementation Benchmarks:</b> Set norms and expectations Aug 2014</p> <p>At least monthly focus at PLCs beginning Aug 2014</p> <p><b>Resources:</b> PLC time</p> <p><b>Key Personnel:</b> All Staff</p> <p><b>Status:</b> In Progress</p>

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

# Unified Improvement Plan Signature Cover Page (school level) 2015-2016

**School:** Remington  
**Accreditation Rating:** Performance Plan

<b>School Improvement Planning Team:</b> Names of people who were involved in the preparation of the plan.		<b>School Accountability Committee:</b>
Name	Position	
Mark Brown	Principal	1) <b>Date the Plan was presented to SAAC for review:</b>  <div style="border-bottom: 1px solid black; width: 100%; margin-top: 10px;">December 3, 2015</div>
Suzy Ancell	Assistant Principal	
Bonnie Bonser	Kindergarten Team Lead Teacher	2) <b>Signature of Principal:</b>  <div style="border-bottom: 1px solid black; width: 100%; margin-top: 10px;">Mark Brown</div>
Michelle Kiger	1 <sup>st</sup> Team Lead Teacher	
Gina Sheets	2 <sup>nd</sup> Team Lead Teacher	3) <b>Signature of SAAC Chairperson:</b>  <div style="border-bottom: 1px solid black; width: 100%; margin-top: 10px;">Melanie McAllister</div>
Rachael Moothart	3 <sup>rd</sup> Team Lead Teacher	
Vannessa Steenbock	4 <sup>th</sup> Team Lead Teacher	4) <b>Signatures of DAAC representative:</b>  <div style="border-bottom: 1px solid black; width: 100%; margin-top: 10px;">Melanie McAllister</div>
Karen Parks	5 <sup>th</sup> Team Lead Teacher	
Rocio Padilla	School Counselor	<div style="border-bottom: 1px solid black; width: 100%; margin-top: 10px;">Chris Vigil</div>
		<div style="border-bottom: 1px solid black; width: 100%; margin-top: 10px;">Connie Shackelford</div>
		<div style="border-bottom: 1px solid black; width: 100%; margin-top: 10px;">Carla Yowell</div>



## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **7317** School Name: **REMINGTON ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Academic Achievement in Reading:** Our students scored in the 51<sup>st</sup>ile rank on state assessments. We need to ensure that each student achieves grade level proficiency in reading by reducing the number of students (15%) who have identified significant reading deficiencies.
- **Academic Achievement in Math:** Our students scored in the 65<sup>th</sup> %ile rank on state assessments. We need to ensure that each student achieves grade level proficiency by increasing student growth in math.
- **Health and Wellness:** Students have limited physical activity opportunities to support educating the “whole child” (to include before and after school activities).
- **TIER I Literacy instruction Alignment:** Remington's Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards. The curriculum's structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Limited Reading Intervention Programs:** Academic Achievement in Reading
- Reading:
  - Early interventions in Reading were being provided through the BURST intervention program on a 5 times per week schedule. Data collection and analysis of results revealed that not all students were responding to this specific intervention. Teachers were collecting data and analyzing growth within the intervention program itself. Teachers were documenting the need for additional intervention programs to meet the needs of all SRD learners. Remington selected this performance challenge to have the greatest magnitude of our overall challenges. Our past data documents that students are not meeting state expectations and continue to not make adequate growth to close the achievement gap. We were not providing a variety of intervention programs to address reading needs of all learners in this category.
- **Limited Math Intervention Programs:** Math:
  - Remington did not have a formal math intervention program to address the needs of our students. Reteaching and math support was implemented in the classroom, but after analyzing the data, Remington identified the need for additional formal math intervention program.
- **Limited Physical Activities for Students:** Remington has identified that all students do not have access to physical activities outside of the school day and we understand that physical activity can have an impact on academic behaviors and cognitive skills which contribute to academic performance.
- **Limited Personnel to Deliver Intervention in Small Group Settings:** Remington had limited personnel to deliver an array of targeted interventions to address the individual needs of our students with Reading Deficiencies. Remington selected this performance challenge to have the greatest magnitude of our overall challenges. Our past data documents that students are not meeting state expectations and continue to not make adequate growth to close the achievement gap. We were not providing a

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variety of intervention programs to address reading needs of all learners in this category.

- **Limited Personnel to Deliver Additional Math Interventions:** Remington had limited personnel to deliver additional targeted interventions to address the individual needs of our students identified with Math Growth Gaps. Remington selected this performance challenge to have significant magnitude of our overall challenges. Our past data documents our students in this growth gap areas to continue to not make adequate growth to close the achievement gap.
- **TIER I Core Literacy Instruction:** Remington's Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards. The curriculum's structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Targeted Skills Reading Intervention Programs:** In addition to our Burst Reading Intervention Program, we will implement 2 additional reading programs to provide specific, targeted instruction to meet the individual needs of our students. The additional reading intervention programs are Read Naturally and Sonday.
- **Targeted Math Intervention Program:** We will implement a targeted Math Intervention Program to services students K-5
- **Increase Physical Activity Opportunities:** Students will have access to physical activities before, during, and after school.
- **TIER I CORE LITERACY INSTRUCTION:** TIER I Literacy instruction (CKLA) will be implemented and aligned with standards.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

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## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	

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External Evaluator

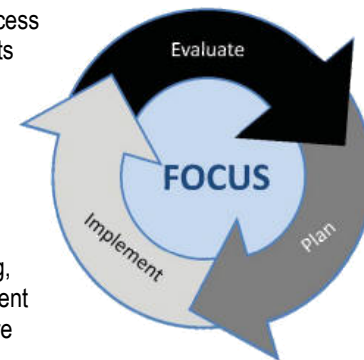
Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

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### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### Description:

Remington Elementary School community is dedicated to cultivating the uniqueness of each child to reach their fullest potential by providing an equitable and inclusive atmosphere. Remington is a neighborhood school that serves a diverse population of students and families with a variety of socioeconomic statuses. We offer an extensive before and after school activities to our students and are dedicated to educating the whole child. Our school has approximately 558 students ranging from Preschool age through 5<sup>th</sup> grade. Our grade levels each have four sections and this year we adjusted our kindergarten population from 3 half-day sections plus one full day section to all 4 full day classes. We also serve students with special needs through a broad spectrum of services and programs.

Current data, progress towards prior year’s performance targets, prioritization of performance challenges were first reviewed by the Remington Leadership Team. This group of professionals consists of a General Education teacher from each grade level, Special Education teacher, Interventionist, Assistant Principal and the Principal. As a team, we met frequently to analyze data, identify needs and challenges, and to isolate root causes. The Leadership Team members shared the information with their grade level teammates during PLC meetings and communicated questions or concerns back to the committee. Furthermore, the Leadership Team met with the School Advisory Committee for specific input and feedback.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth Gaps

**Prior Year Target:** The number of students identified as having a Significant Reading deficiency (RED DIBELS) (SRD) will be reduced by 10%.

The number of students reaching or exceeding grade level expectations (Benchmark) on DIBLES Next will be at 80% or increased by 5% over the previous year. (77%)

**Performance on Target:** BOY (14-15 yr.)

DIBELS Assessment scores K-3

21% of students were "well below" the Benchmark (RED)

EOY (14-15)

14% of students were "well below" Benchmark (RED)

We did not meet the target of 10% but did reduce this category by 7%

BOY (14-15 yr.)

DIBELS Assessment scores K-3

64% of students scored on Benchmark (K-3)

EOY (14-15)

75% of students scored on Benchmark (K-3)

We did not meet the target of 80% but did increase our Benchmark scores by 11%.

**Prior Year Target:** Our students will score at the 50th growth percentile or increase by 5% over the previous year.

**Performance on Target:** Although we do not have growth data for this year, we were able to review our current performance on our PARCC scores.

We were in the 65%ile in math overall and had a mean scaled score of 739.6. We were below the cut off score of 750 to Meet or Exceed expectations. (Level 4/5)

Grade Level Performance:

3rd 47%ile Rank Mean Scaled Score 735.4

4th 79%ile Rank Mean Scaled Score 745.9

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5th 47<sup>th</sup>ile Rank Mean Scaled Score 736.4

### Academic Growth Gaps Reflection

Overall, we did not meet the rigorous targets set in the 14-15 School Unified Plan. We did note good growth in our DIBELS scores and the movement towards proficiency at 80% overall.

In K-3 grade, we identified 78 students scoring "well below" benchmark at the beginning of the year. By the end of the year, only 49 students remained in that category. (A reduction of 29 students)

Although we do not have growth data for this year to address our growth gaps, we noted that our students are "approaching expectations" in math overall.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

##### 3rd- Reading/Writing ELA

*Our 3rd grade students scored 28% in the Met and Exceeded category.*

*This is below our District, State and National levels.*

*Dist- 44%*

*State -39%*

*National- 38%*

*Reading proficiency expectations were not met and will be focused on as an area to improve at Remington.*

##### 4th- Reading/Writing ELA

Our 4th grade students scored 45% in the Met and Exceeded category.

This is above our District, State and National levels.

Dist- 44%

State -42%

National- 42%

Reading proficiency expectations were met and we will continue to focus on our Core Literacy Curriculum.

##### 5th-Reading/Writing ELA

Our 5th grade students scored 41% in the Met and Exceeded category.

This is above our District, State and National levels.

Dist- 39%

State -40%

National- 40%

Reading proficiency expectations were met and we will continue to focus on our Core Literacy Curriculum.

##### 3rd- Math

*Our 3rd grade students scored 32% in the Met and Exceeded category.*

*This is below our District, State and National levels.*

*Dist- 43%*

*State -37%*

*National- 38%*

*Math proficiency expectations were not met and will be focused on as an area to improve at Remington.*

##### 4th- Math

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Our 4th grade students scored 57% in the Met and Exceeded category.  
This is above our District, State and National levels.

Dist- 34%

State -30%

National- 32%

Math proficiency expectations were met and far exceeded district and state scores.

We will continue to focus on our Core Math Curriculum.

### 5th- Math

Our 5th grade students scored 33% in the Met and Exceeded category.

This is above our District, State and National levels.

Dist- 30%

State -30%

National- 32%

Math proficiency expectations were met and we will continue to focus on our Core Math Curriculum.

### DIBELS DATA K-3

Our local assessment data is showing positive signs of growth in reading achievement. In 2014-15, Remington saw 11% growth school wide of the percentage of students scoring at benchmark on DIBELS from 64% at the beginning of the year to 75% at the end of the year. The following chart shows DIBELS growth by grade level for the 2014-2015 school year.

Kindergarten BOY=59% MOY=78% EOY=88%

Grade 1 BOY= 65% MOY= 57% EOY= 67%

Grade 2 BOY= 72% MOY= 74% EOY= 75%

Grade 3 BOY= 62% MOY= 62% EOY= 71%

### Participation Rates

We did not meet the state participation Rate of 95% on the 2014-2015 state assessment.

Our overall participation rate was 94.1% school wide.

3rd grade 92.6%

4th grade 92.5%

5th grade 97.7%

For the past years Remington Elementary School's test participation rates have been between 98% and 100%. This past year our participation rates were in that range dropped below 95% in grades 3 and 4. We believed, with all of the media and statewide push to opt out, our participation rates dropped significantly. This year we have been working with our School Accountability Committee, Leadership team members, and staff, and to stress the importance of testing. We sent a letter to our parents explaining the importance of testing including a specific schedule.

#### 4. 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.

#### Academic Achievement (Status)

- Reading
- Over the past 4 years, Remington has shown a slight upward trend in reading when reviewing the 3 year SPF for 4th and 5th grade students.

#### Academic Growth Gaps

- Reading: APPROACHING (3 year SPF)
- We continue to see our students in subgroups not making enough growth to close the gaps.
- Growth Med/Adequate
- 
- Subgroup                      2013                      2014
- Free/Reduce.                      38/39                      35/37
- Minority                      44/36                      43/34
- Stud. W Dis.                      26/73                      38/74
- English Learner                      47/53                      45/49
- Catch Up                      46/59                      46/57
- 
- Reading: EXCEEDS (1 year SPF)
- Local Data Trends:
- 
- Students with Reading Deficiencies: In December of 2013, we identified 72 students with reading deficiencies in grade k-3. READ plans were developed and early in the fall and interventions were implemented. Many of these students also make up these subgroups. In May, we had 60 students on READ plans. A reduction of 12 students from beginning of the year to the end of the year.
- At the beginning of October, 2015, we identified 81 (K-3) students with a SRD. (Numbers may change slightly due to Kindergarten MOY assessments.)

#### Priority Performance Challenges and Root Cause Analysis

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 school's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority

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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.

## Priority Performance Challenge



## Root Cause

Academic Achievement in Reading: Our students scored in the 51<sup>st</sup>ile rank on state assessments. We need to ensure that each student achieves grade level proficiency in reading by reducing the number of students (15%) who have identified significant reading deficiencies.



Limited Reading Intervention Programs: Academic Achievement in Reading Reading:

Early interventions in Reading were being provided through the BURST intervention program on a 5 times per week schedule. Data collection and analysis of results revealed that not all students were responding to this specific intervention. Teachers were collecting data and analyzing growth within the intervention program itself. Teachers were documenting the need for additional intervention programs to meet the needs of all SRD learners. Remington selected this performance challenge to have the greatest magnitude of our overall challenges. Our past data documents that students are not meeting state expectations and continue to not make adequate growth to close the achievement gap. We were not providing a variety of intervention programs to address reading needs of all learners in this category.

Limited Personnel to Deliver Intervention in Small Group Settings: Remington had limited personnel to deliver an array of targeted interventions to address the individual needs of our students with Reading Deficiencies. Remington selected this performance challenge to have the greatest magnitude of our overall challenges. Our past data documents that students are not meeting state expectations and continue to not make adequate growth to close the achievement gap. We were not providing a variety of intervention programs to address reading needs of all learners in this category.

Academic Achievement in Math: Our students scored in the 65<sup>th</sup> %ile rank on state assessments. We need to ensure that each student achieves grade level proficiency by increasing student growth in math.



Limited Math Intervention Programs: Math:

Remington did not have a formal math intervention program to address the needs of our students. Reteaching and math support was implemented in the classroom, but after analyzing the data, Remington identified the need for additional formal math intervention program.

Limited Personnel to Deliver Additional Math Interventions: Remington had limited personnel to deliver additional targeted interventions to address the individual needs of

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our students identified with Math Growth Gaps. Remington selected this performance challenge to have significant magnitude of our overall challenges. Our past data documents our students in this growth gap areas to continue to not make adequate growth to close the achievement gap.

Health and Wellness: Students have limited physical activity opportunities to support educating the “whole child” (to include before and after school activities).



Limited Physical Activities for Students: Remington has identified that all students do not have access to physical activities outside of the school day and we understand that physical activity can have an impact on academic behaviors and cognitive skills which contribute to academic performance.

TIER I Literacy instruction Alignment: Remington’s Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards. The curriculum’s structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.



TIER I Core Literacy Instruction: Remington’s Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards. The curriculum’s structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.

### Reflection on Priority Performance Challenges

Academic Achievement in Reading/Writing ELA and Math

Reading:

Early interventions in Reading were being provided through the BURST intervention program on a 5 times per week schedule. Data collection and analysis of results revealed that not all students were responding to this specific intervention. Teachers were collecting data and analyzing gaps within the intervention program itself. Teachers were documenting the need for additional intervention programs to meet the needs of all SRD learners. Remington selected this performance challenge to have the greatest magnitude of our overall challenges. Our past data documents that our students in this area continue to not make adequate growth to close the achievement gap. We were not providing a variety of intervention programs to address reading needs of all learners in this category.

Literacy:

We are not providing instruction in alignment with the required rigor of the Colorado Academic Standards through the current reading curriculum.

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**Math:**

Remington did not have a formal math intervention program to address the needs of our students. Reteaching and math support was implemented in the classroom, but after analyzing the data, Remington identified the need for additional formal math intervention program.

**Health and Wellness of the Whole Child**

Remington has identified that all students do not have access to outside, after school physical activities and understands that physical activity can have an impact on academic behaviors and cognitive skills which contribute to academic performance.

**Tier I Literacy Core Instruction:**

Remington's Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards.

The curriculum's structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.

**Root Causes Addressed** –In analyzing our data, we are concerned with the number of students who are not demonstrating Literacy proficiency, students identified as having a Reading Deficiency, (SRD), and students who are not demonstrating proficiency in math. Through Leadership Team meetings, data dialogues, curriculum alignment meetings, observations, and grade level PLC meetings, we arrived at the following root causes:

==>

**Reflection on Root Cause****Root Causes Addressed –**

In analyzing our data, we are concerned with the number of students who are not demonstrating Literacy proficiency, students identified as having a Reading Deficiency, (SRD), and students who are not demonstrating proficiency in math. Through Leadership Team meetings, data dialogues, curriculum alignment meetings, observations, and grade level PLC meetings, we arrived at the following root causes:

Remington's Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards.

The curriculum's structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.

## 1. Summary/Conclusion

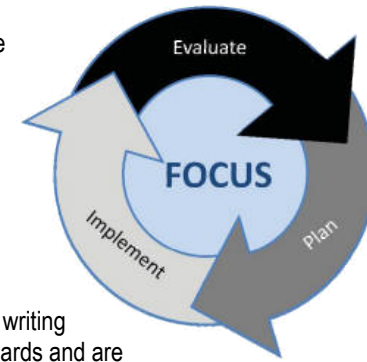
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## Section IV: Action Plan(s)

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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Academic Achievement in Reading
Annual Performance Targets	2015-2016	The number of students identified as having a Significant Reading deficiency (SRD) will be reduced by 15%.
		The number of students reaching or exceeding grade level expectations (Benchmark) on DIBLES Next will be at 80% or above.
		Our students will score in the 61 <sup>st</sup> ile rank on state assessments in ELA.
		Our students will meet the expectations of the Level 4/5 category (Met or Exceeded) 750+ points
	2016-2017	The number of students identified as having a Significant Reading deficiency (SRD) will be reduced by 15%.
		The number of students reaching or exceeding grade level expectations (Benchmark) on DIBLES Next will be at 85% or above.

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		Our students will score in the 71%ile rank on state assessments in ELA.
		Our students will meet the expectations of the Level 4/5 category (Met or Exceeded) 750+ points
Interim Measures		BOY (2015-2016 school year.) DIBELS Assessment scores K-3 (3x per year) (ongoing progress monitoring data) 26% of students were "well below" the Benchmark (RED) MOY 18% 60% of students scored at "benchmark" (Green) MOY 71%  BEACON Zone and District Assessments (Quarterly)

Subject		R
Priority Performance Challenge		TIER I Literacy instruction Alignment
Annual Performance Targets	2015-2016	Reading proficiency scores will increase by 10% in 3rd, 4th and 5th grade.  3rd- Reading Our 3rd grade students scored 28% in the Met and Exceeded category. 4th- Reading Our 4th grade students scored 45% in the Met and Exceeded category. 5th-Reading Our 5th grade students scored 41% in the Met and Exceeded category.
	2016-2017	School Reading proficiency scores will increase by 10% from the previous year (2015-2016) in 3rd, 4th and 5th grade.
Interim Measures		We have been using BEACON quarterly assessment as a tool to determine levels or proficiency according to standards.  School Year: 2015-2016 2015-2016 ELA Grade 4 Quarter 1 Beacon Assessment RED YELLOW GREEN BLUE 71 (71%) 14 (14%) 9 (9%) 1 (1%) 100 students  D49 ELA 5 Beacon BOY (Single) 49 (51%) 36 (37%) 10 (10%) 1 (1%) 97 students  D49 ELA 2 Beacon BOY (Single) 66 (74%) 14 (16%) 8 (9%) 1 (1%) 89 students  D49 ELA 3 Beacon BOY (Single) 54 (73%) 12 (16%) 8 (11%) 0 (0%) 74 students

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Subject		W
Priority Performance Challenge		Academic Achievement in Reading
Annual Performance Targets	2015-2016	<p>The number of students identified as having a Significant Reading deficiency (SRD) will be reduced by 15%.</p> <p>The number of students reaching or exceeding grade level expectations (Benchmark) on DIBLES Next will be at 80% or above. This would be an increased of 7% over the previous year. (75.2%)</p> <p>Our students will score in the 61%ile rank on state assessments in ELA.</p> <p>Our students will meet the expectations of the Level 4/5 category (Met or Exceeded) 750+ points</p>
	2016-2017	<p>The number of students identified as having a Significant Reading deficiency (SRD) will be reduced by 15%.</p> <p>The number of students reaching or exceeding grade level expectations (Benchmark) on DIBLES Next will be at 85% or above.</p> <p>Our students will score in the 71%ile rank on state assessments in ELA.</p> <p>Our students will meet the expectations of the Level 4/5 category (Met or Exceeded) 750+ points</p>
Interim Measures		<p>We have been using BEACON quarterly assessment as a tool to determine levels or proficiency according to standards.</p> <p>School Year: 2015-2016 Show Students Enrolled: On Test Day Population District: Falcon School District 49 School: Remington Elementary</p> <p>Remington Elementary</p> <p>2015-2016 ELA Grade 4 Quarter 1 Beacon Assessment RED YELLOW GREEN BLUE 71 (71%) 14 (14%) 9 (9%) 1 (1%) 100 students</p> <p>D49 ELA 5 Beacon BOY (Single) 49 (51%) 36 (37%) 10 (10%) 1 (1%) 97 students</p> <p>D49 ELA 2 Beacon BOY (Single) 66 (74%) 14 (16%) 8 (9%) 1 (1%) 89 students</p>

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		D49 ELA 3 Beacon BOY (Single) 54 (73%) 12 (16%) 8 (11%) 0 (0%) 74 students
Subject		M
Priority Performance Challenge		Academic Achievement in Math
Annual Performance Targets	2015-2016	Our students scored in the 65th percentile overall in state assessments. We need to ensure that each student acquires grade level proficiency by increasing student achievement in math. Our students will meet the expectations of the Level 4/5 category (Met and Exceeded) 750+ points Our students will increase their percentile scores by 5%
	2016-2017	We need to ensure that each student acquires grade level proficiency by increasing student achievement in math. Our students will meet the expectations of the Level 4/5 category (Met and Exceeded) 750+ points Our students will increase their percentile scores by 5%
Interim Measures		BEACON assessments 3rd BOY 3% Met or Exceeded MOY 10% Met or Exceeded (7% gain) 5th BOY 13% Met or Exceeded MOY 17% Met or Exceeded (4% gain)  4th BOY 0% Met or Exceeded MOY TBD

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### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: Targeted Skills Reading Intervention Programs

In addition to our Burst Reading Intervention Program, we will implement 2 additional reading programs to provide specific, targeted instruction to meet the individual needs of our students. The additional reading intervention programs are Read Naturally and Sundays.

#### Root Cause(s) Addressed:

Limited Reading Intervention Programs

Limited Personnel to Deliver Intervention in Small Group Settings

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Aug. 2015 - May. 2015

#### Additional Intervention Programs (Reading)

##### Description:

We will implement the Burst Reading Intervention Program, Sundays Intervention Program, and Read Naturally Intervention Program. Students will receive the appropriate intervention(s) to meet their specific reading needs.

##### Implementation Benchmarks:

BOY DIBELS assessments will be analyzed and students scoring "well below" the Benchmark will be placed in the appropriate intervention(s)

Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary

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	<p>MOY DIBELS assessments will be analyzed and students scoring "well below" the Benchmark will be placed in the appropriate intervention(s) Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary</p> <p>EOY DIBELS assessments will be analyzed and students scoring "well below" the Benchmark will be placed in the appropriate intervention(s) Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary</p> <p><b>Resources:</b> BURST Intervention Program and Materials Sonday Intervention Program and Materials Read Naturally Intervention Program</p> <p><b>Key Personnel:</b> General Educations Teachers, Special Education Teachers, Literacy Interventionists, Math Interventionist</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - Apr. 2015</p>	<p><b>Additional Interventionists to provide Remediation</b></p> <p><b>Description:</b> Additional trained personnel will be scheduled to provide additional Reading Intervention Programs to students identified with a Significant Reading Deficiency.</p> <p><b>Implementation Benchmarks:</b> In September, 3 additional interventionists were added to our staff to provide targeted Reading Instruction with Sondays and Read Naturally</p> <p>Additional Reading Instruction will be provided 3 times per week until April of 2016</p>

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School Name: REMINGTON ELEMENTARY SCHOOL

	<p><b>Resources:</b> Intervention Programs and materials Additional Personnel</p> <p><b>Key Personnel:</b> Literacy Interventionists Principal</p> <p><b>Status:</b> Complete</p>
Nov. 2015 - Nov. 2015	<p><b>ELAT Professional Development (Early Literacy Assessment Tool)</b></p> <p><b>Description:</b> Customized onsite professional development to support school-wide K-3 literacy goals Consultant will review school data to customize the PD content</p> <p><b>Implementation Benchmarks:</b> November 12, 2015</p> <p><b>Resources:</b> There is no cost for this Professional Development</p> <p><b>Key Personnel:</b> Teachers, Administration, Interventionists, Special Education Teachers</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Targeted Math Intervention Program  
We will implement a targeted Math Intervention Program to services students K-5

**Root Cause(s) Addressed:**  
Limited Math Intervention Programs

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

### Action Steps

Aug. 2015 - May. 2015

#### Additional Math Intervention Program

##### Description:

Students with severe math deficits will identified through the SMI assessment and will be placed in the appropriate math intervention group

##### Implementation Benchmarks:

BOY assessments will be analyzed and students scoring "well below" proficiency will be placed in the appropriate intervention(s)

Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary

MOY assessments will be analyzed and students scoring "well below" proficiency will be placed in the appropriate intervention(s)Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary

EOY DIBELS assessments will be analyzed and students scoring "well below" proficiency will be placed in the appropriate intervention(s)Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary

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	<p><b>Resources:</b> Remedial Math Program Computer Based Assessment</p> <p><b>Key Personnel:</b> Math Interventionists</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2015</p>	<p><b>1/2 time Additional Personnel for Math Intervention</b></p> <p><b>Description:</b> Addition of a 1/2 time teacher to provide Math Intervention to students performing significantly below proficiency.</p> <p><b>Implementation Benchmarks:</b> 2015-2016 school year</p> <p><b>Resources:</b> Local</p> <p><b>Key Personnel:</b> Administration</p> <p><b>Status:</b> Complete</p>

**Major Improvement Strategy:** Increase Physical Activity Opportunities  
Students will have access to physical activities before, during, and after school.

**Root Cause(s) Addressed:**  
Limited Physical Activities for Students

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

### Action Steps

Aug. 2015 - May. 2015

#### Implementation of School Time Physical Activities

##### Description:

Go Noodle - Brain Break Program that provides physical movement activities that can be incorporated in the general education classroom.

Fitstep Pro - Pedometers that will be utilized during PE classes to track "moderate/vigorous" physical activity and steps to promote increased physical activity

##### Implementation Benchmarks:

Usage data will be collected from the Website 2 times per year.

Pedometers to be utilized monthly

##### Resources:

Free Resource

TV monitors in Classrooms

Pedometers (Implementation in Nov.)

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	<p><b>Key Personnel:</b> Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - Apr. 2015</p>	<p><b>AfterschoolPhysical Activites</b></p> <p><b>Description:</b> Girls on the Run Roller Skating 1 time a month Landsharks Cross Country Running Club Basketball Program (Boys and Girls) 3-5</p> <p><b>Implementation Benchmarks:</b> Ongoing through school year 2015-2016</p> <p><b>Resources:</b> School Building</p> <p><b>Key Personnel:</b> Teacher/Staff Members</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** TIER I CORE LITERACY INSTRUCTION  
TIER I Literacy instruction (CKLA) will be implemented and aligned with standards.

**Root Cause(s) Addressed:**  
TIER I Core Literacy Instruction

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

### Action Steps

Sep. 2015 - Sep. 2015

#### Materials and Tools

##### Description:

We will receive Literacy materials prior to CKLA training.

##### Implementation Benchmarks:

BOY- shipment

##### Resources:

School Funds

##### Key Personnel:

Administration

School Staff

Teachers

##### Status:

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School Name: REMINGTON ELEMENTARY SCHOOL

	Complete
Sep. 2015 - Sep. 2016	<p><b>CKLA Training</b></p> <p><b>Description:</b> We will receive CKLA training from curriculum specialist</p> <p><b>Implementation Benchmarks:</b> September 2015 (initial) January 2015 (follow up)</p> <p><b>Resources:</b> School Funds</p> <p><b>Key Personnel:</b> Administration Teachers Interventionists</p> <p><b>Status:</b> Complete</p>
Jul. 2015 - May. 2017	<p><b>Literacy Coach/Data Analysis</b></p> <p><b>Description:</b> We will have a trained Literacy Coach to analyze data and meet with grade level teams during PLC meetings</p> <p><b>Implementation Benchmarks:</b> Monthly Reviews of Data to be composed on tracking sheets to be shared with staff. PLC data dialogues on a weekly basis.</p>

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	<p><b>Resources:</b> School funds</p> <p><b>Key Personnel:</b> Administration Teachers Interventionists</p> <p><b>Status:</b> Complete</p>
<p>Oct. 2015 - May. 2016</p>	<p><b>Video Self Reflection</b></p> <p><b>Description:</b> We will video tape quality instruction to share with peer teachers</p> <p><b>Implementation Benchmarks:</b> Videos will be shared with peer teachers and administration throughout the school year. Videos will also be made available to new hires.</p> <p><b>Resources:</b> NA</p> <p><b>Key Personnel:</b> Administration Teachers Interventionists</p> <p><b>Status:</b></p>

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	In Progress
Sep. 2015 - May. 2017	<p><b>Peer Observations</b></p> <p><b>Description:</b> We will provide opportunities to teachers to observe their peers during literacy instruction.</p> <p><b>Implementation Benchmarks:</b> Substitute teachers will be scheduled throughout the year to release teachers to observe and dialogue CKLA instruction</p> <p><b>Resources:</b> School funds</p> <p><b>Key Personnel:</b> Administration Teachers Interventionists</p> <p><b>Status:</b> In Progress</p>

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

# School Accountability Committee UIP Signature Page

School Rocky Mountain Classical Academy

Accreditation Rating Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Becky Lenzmeier	Dean of Instruction	
Amanda Petthel	Dean of Assessment	
Mike Wedar	Elementary Principal	
Kelli Jensen	SAC Chairperson / Parent	1) Date the Plan was presented to SAC for review: <u>Feb. 11, 2016</u>
Nichelle Wendt	Teacher / Parent	2) Signature of Principal: <u>Christina Wedar</u>
Maria Harsmink	Intervention	3) Signature of SAC Chairperson: <u>Kelli M. Jensen</u>
Beverly Oliver	Parent	4) Signatures of additional SAC members who reviewed the plan:
Karyn Veghte	PTO / Parent	
Rhonda Mahon	Parents	
Tamara Lowe	Parent	
Izzy	MS Principals	

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **7463** School Name: **ROCKY MOUNTAIN CLASSICAL ACADEMY**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Adequate growth in the area of reading, math, and writing.:** At elementary level students needing to catch up have not made adequate growth in the area of reading, math, and writing.
- **Adequate growth in the area of math in middle school.:** At middle school level students have not made adequate growth in the area of math.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Adequate growth in math in middle school 6-8 grades:** Challenges with implementation of differentiated instructions.
- 
- **Misalignment of curriculums between Elementary and Middle school:** Saxon (not aligned to state standards) vs. Holt (aligned to state standards).
- **Students at K-4 are not taught at the grade level.**
- **Students' placement indicators do not accurately reflect mastery of standards.**
- **Lack of mastery of the curriculum/state standards at each grade level.**
- **Without vertical alignment among K-8 there is no responsibility to the grade above and no clear expectations to the grade below.**
- **Adequate growth in elementary school K-3 grades:** A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration.
- 
- **Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for U/PP learners.**
- **Current elementary structure does not allow time and space for individualize approaches. With infrequent/irregular intervention time inhibits the growth towards the targets in all content areas.**
- **Teachers at all grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum.**
- **A need to create flexible reading ability groups across all content areas and grade levels.**
- **Implementation of several new curriculums in the last two years took focus away from the RTI process.**
- **Undefined RTI processes and unclear expectations prohibit struggling students from developing skills to make adequate growth in the all areas.**
- **Need to implement wider variety of progress monitoring tools to better track students' improvement.**

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School Name: **ROCKY MOUNTAIN CLASSICAL ACADEMY**

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Improvement of the current MTSS/RTI program K-8:** A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration. Constrains in CKLA block format curriculum. Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for learners.
- Current elementary structure limits time and space for individualize approaches. With infrequent/irregular intervention time inhibits the growth towards the targets in all content areas. A need to create flexible reading ability groups across all content areas and grade levels. Implementation of new CKLA curriculum in the last two years took focus away from the RTI process. Undefined RTI processes and unclear expectations prohibit struggling students from developing skills to make adequate growth in the all areas. Need to implement wider variety of progress monitoring tools to better track students' improvement.
- **Increase the number of students reading at the grade level in grades K-3:** Students who scored below an SRD cut points will be progressed monitored and provided intervention. A READ Plan will be developed and targeted interventions will be continued with students being progress monitored every 10 days.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Christianna Fogler, Headmaster
Email	cfogler@rmcacs.org
Phone	4620 Antelope Ridge Colorado Springs, Colorado 80922
Mailing Address	

Name, Title	Vladislav Izboinikov, Principal
Email	izzy@rmcacs.org
Phone	4620 Antelope Ridge Colorado Springs, Colorado 80922
Mailing Address	

## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	NO
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	NO

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School Name: ROCKY MOUNTAIN CLASSICAL ACADEMY

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

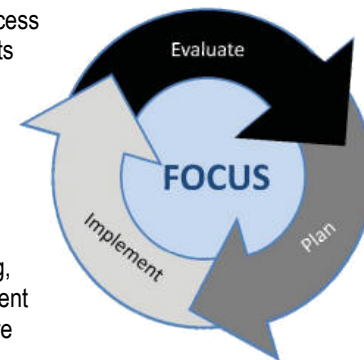
NO

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### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### Description: Description of School Setting:

Rocky Mountain Classical Academy is a K-8 school, with Core Knowledge curriculum and the emphasis on Classical Education. RMCA, which serves about 1050 students, is located at 4620 Antelope Ridge of Colorado Springs.

*Rocky Mountain Classical Academy exists to support parents in developing citizens of integrity and character who are equipped with a strong knowledge base and academic skills. The basis of this development is rooted in an academically rigorous, content-rich, classical educational program with Core Knowledge emphasis.*

RMCA embraces a classical approach to education, seeking to inspire excellence by holding forth examples in each subject field, which have stood the test of time and have been widely recognized as the very best. It is a philosophy in which students are taught time-tested, high quality literature, art, and music, as well as science, mathematics, geography and history. In addition, students learn the best in modern thought on these subjects. The key pillars of "a passion for learning, analytical thinking, and virtuous character" are based on a solid foundation of knowledge.

##### Process for Data Analysis and developing the UIP:

School's local and state data was reviewed by administrative team. The school Principal attended a district sponsored training to learn more about new UIP process. The current data points were presented and reviewed by school leadership UIP team (grade level and subject area leads, counselor/interventionist, and school administrators). After initial work by administrative team, the UIP team began looking at data to identify trends and Priority Performance Challenges. The draft UIP plan was then presented to the Rocky Mountain Classical Academy’s School Accountability Committee and then the School Board. After presenting the initial information, the committee continued to work to formulate the plan based on data analysis. The plan was reviewed by the UIP team & SAC, revised, and reviewed and accepted by the SAC. Upon acceptance, the Unified

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Improvement Plan will be accepted by the local board and presented to Falcon School District's DAAC.

### Participation Rates:

Although overall and in most grades we met the 95% required participation rate, we did not meet the requirement in 3rd grade, and some sub groups. In order to increase participation rate in the future, we are planning to increase information flow on our web site, send out a school wide announcements to educate parents on the nature and the purpose of the state testing, and create testing structures that are not taxing on students and intrusive to the overall educational process.

## **2. Prior Year Targets**

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### **Academic Achievement (Status)**

**Prior Year Target:** K-3 Literacy

Decrease the number of students identify at Significant Reading Deficiency.

**Performance on Target:**

### **Academic Growth**

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:** Scantron, SIP end of the year: 75% students will meet Individual Growth Target based on the EOY assessment in Scantron performance series.

**Performance on Target:**

### **Academic Growth Gaps**

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:**

**Performance on Target:**

### **Academic Achievement Reflection**

Due to anacurate data collection and recording of DIBELS results it is difficult to say if this goal was met. Appropriate changes were made to insure that future

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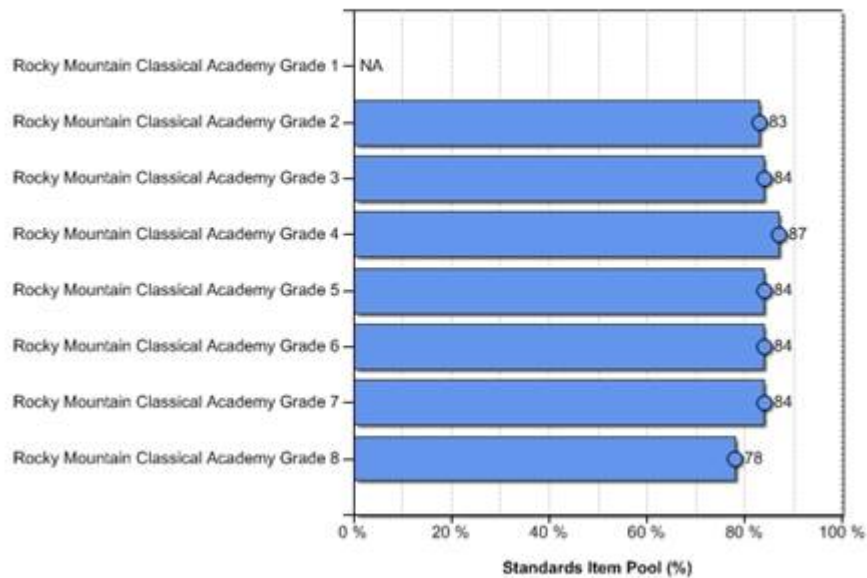
tracking and data collection is accurate and timely.

### Academic Growth Reflection

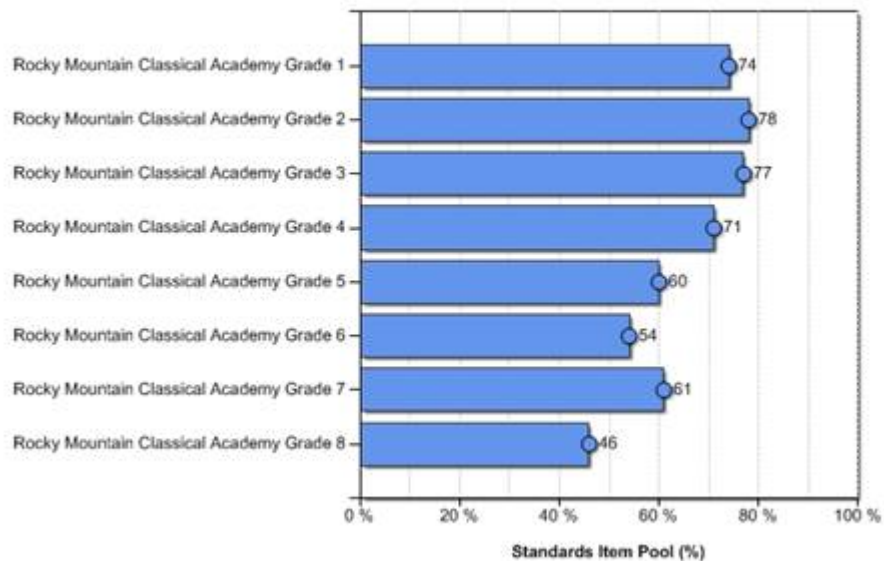
Students continue to struggle in the area of math especially in middle school.



**Reading Overall SIP**  
**Report Date: 06-01-2015**



**Math Overall SIP**  
**Report Date: 06-01-2015**  
**Version: English**



me: ROCKY MOUNTAIN CLASSICAL ACADEMY

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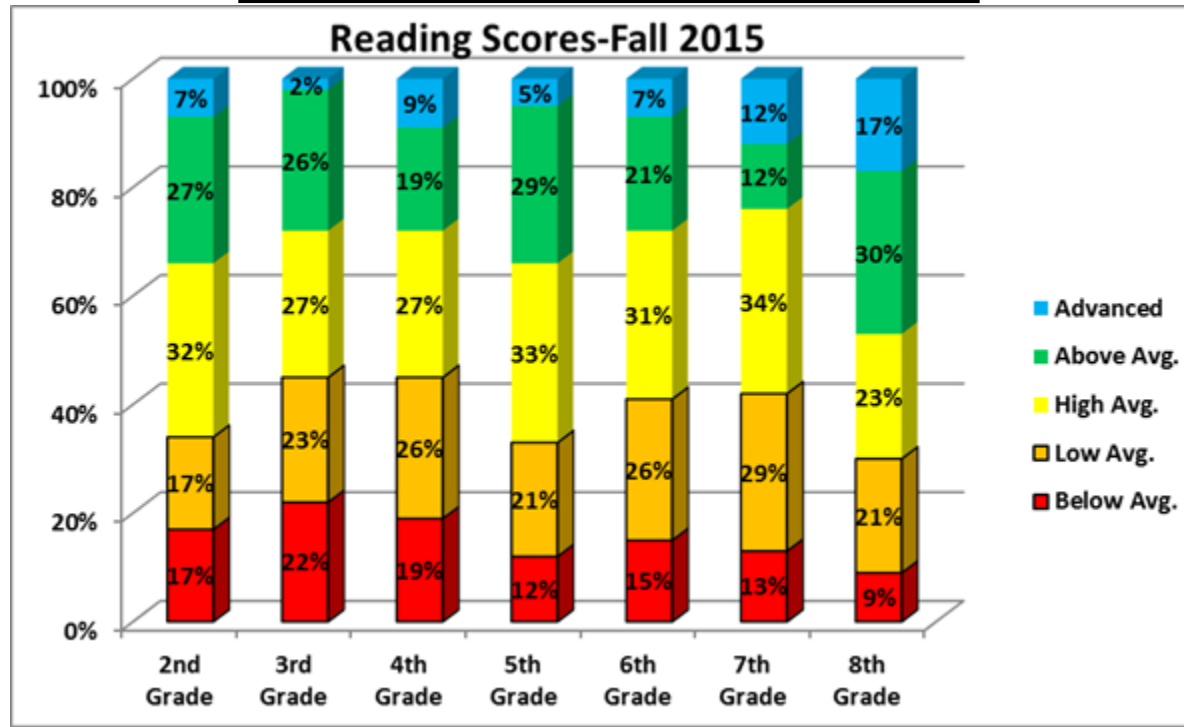
School Name: ROCKY MOUNTAIN CLASSICAL ACADEMY

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

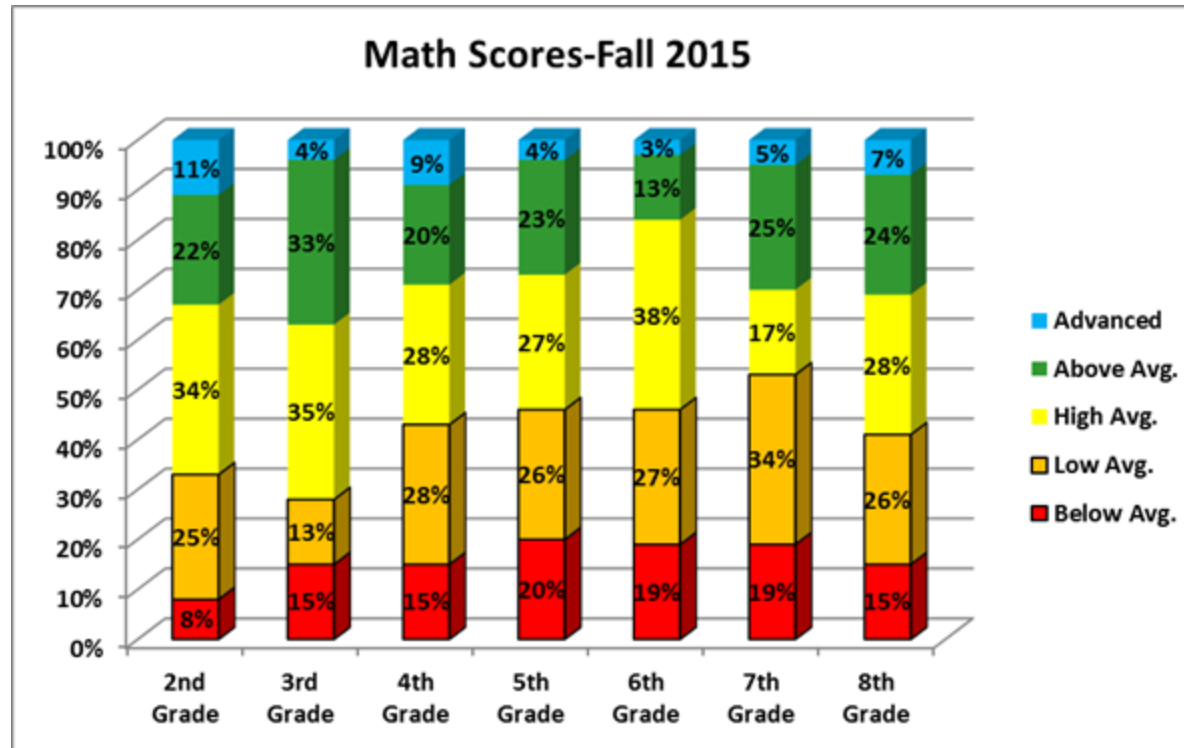
#### Reflection

### Scantron Assessment Data: Fall 2015



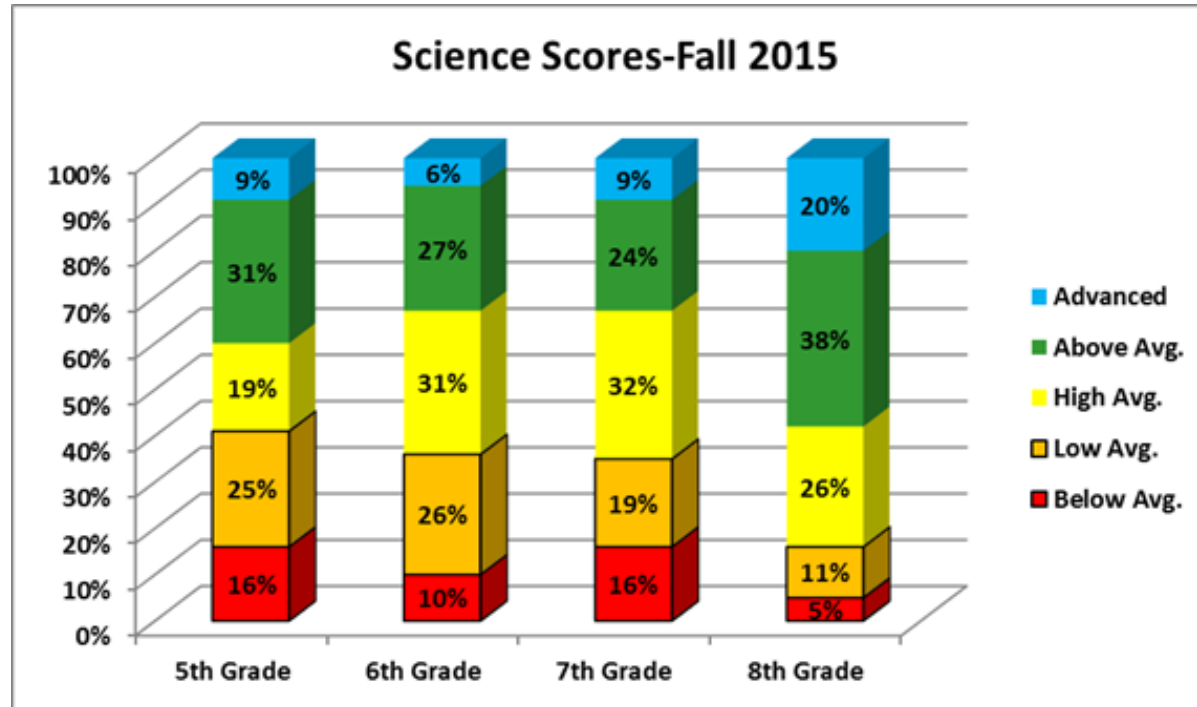
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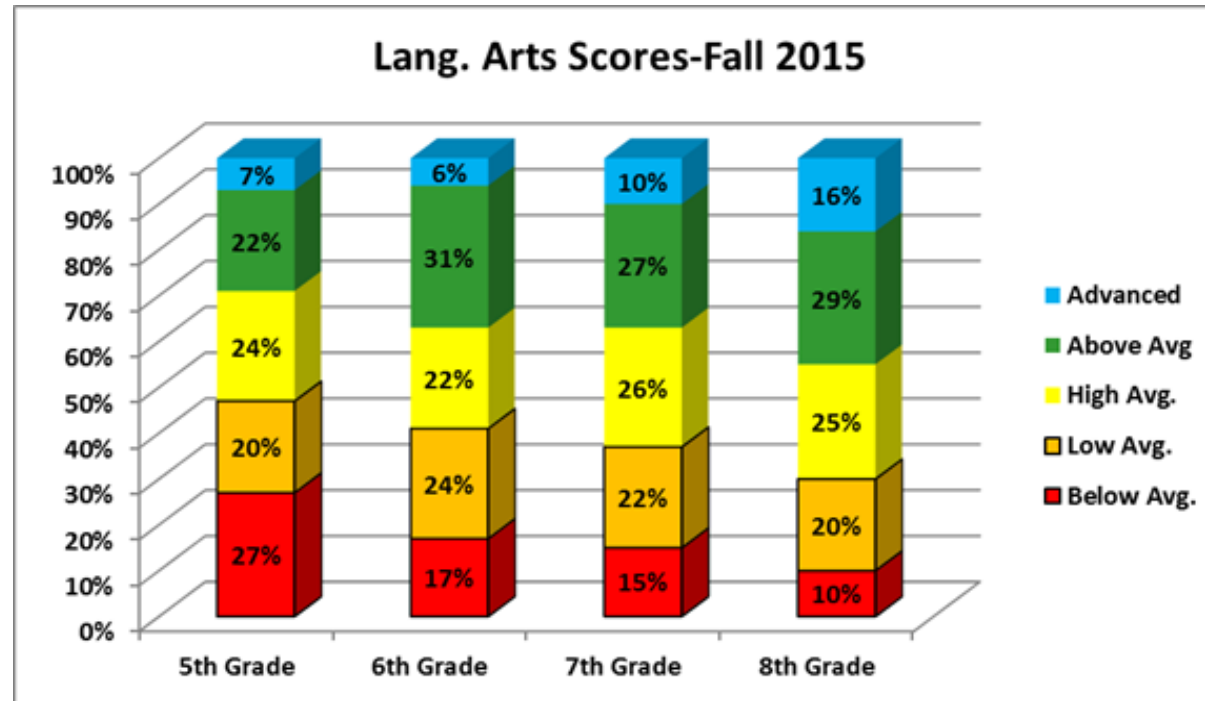
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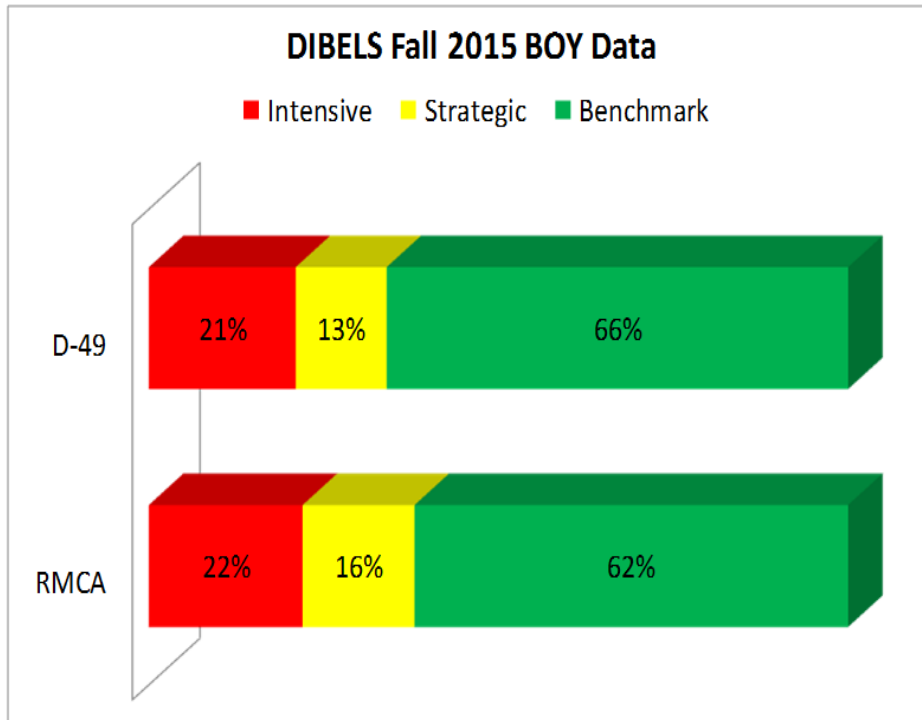
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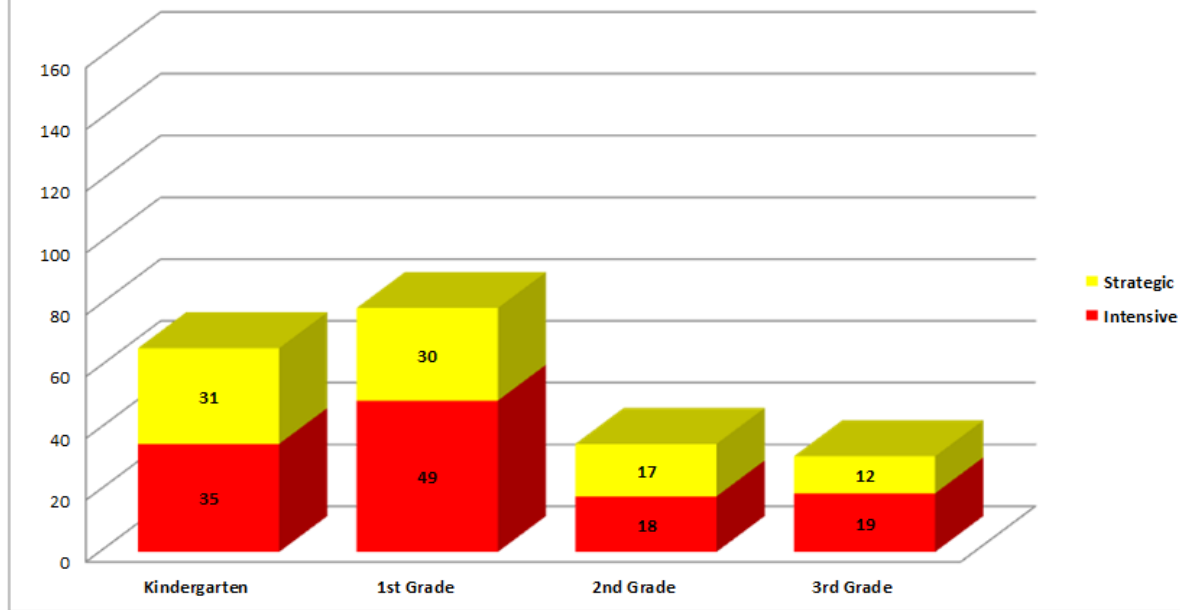


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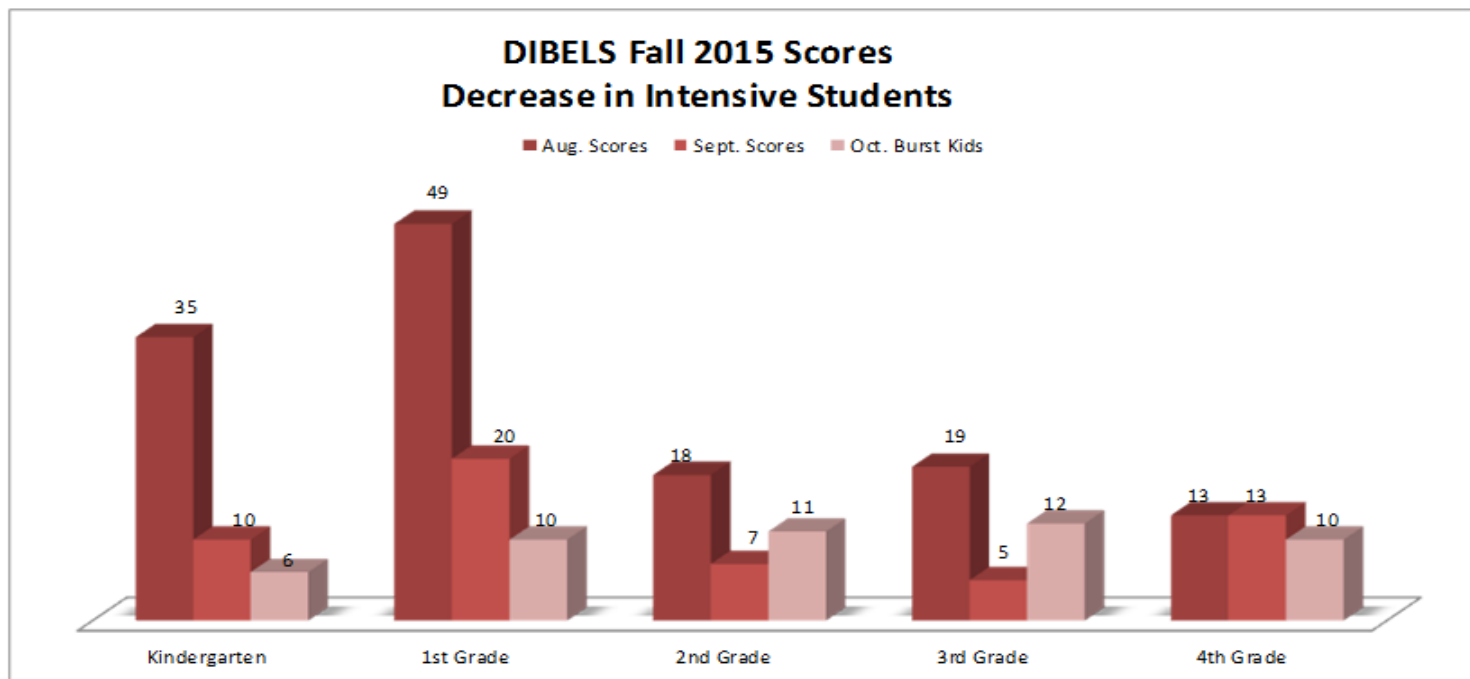


**DIBELS Fall 2015 BOY Data**  
**Number of Students per Grade Level**



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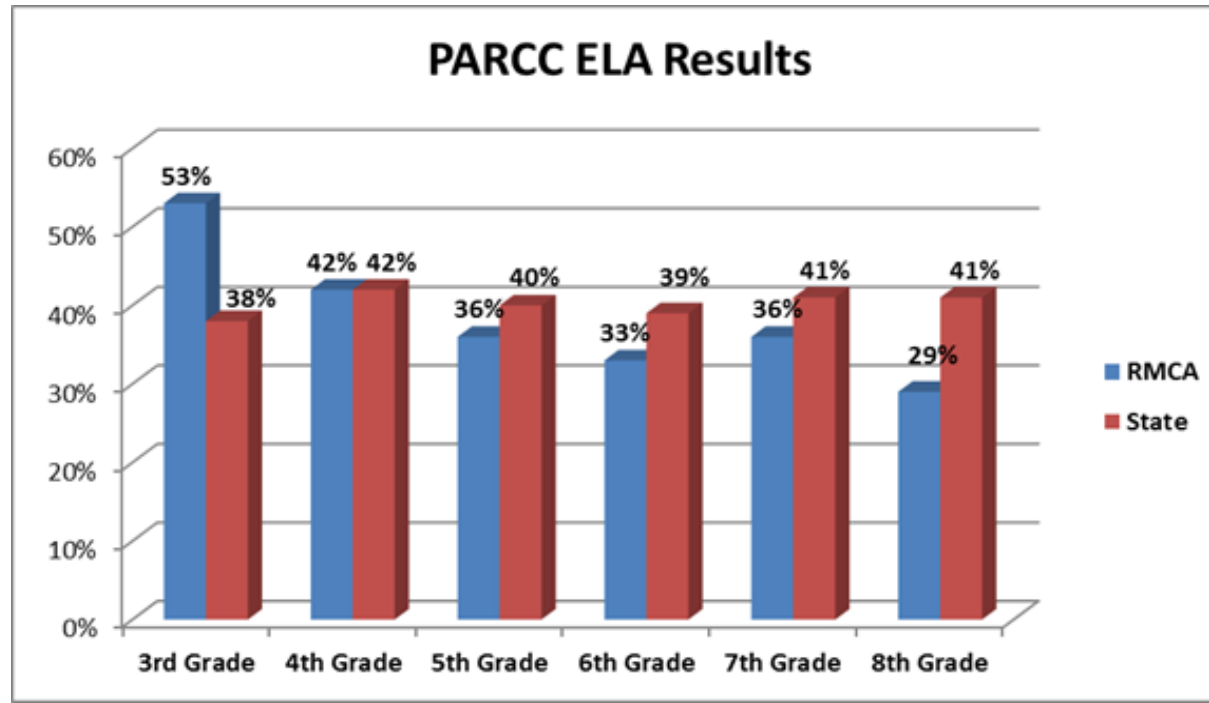
School Name: ROCKY MOUNTAIN CLASSICAL ACADEMY



### PARCC Results (2015)-RMCA vs. State Average

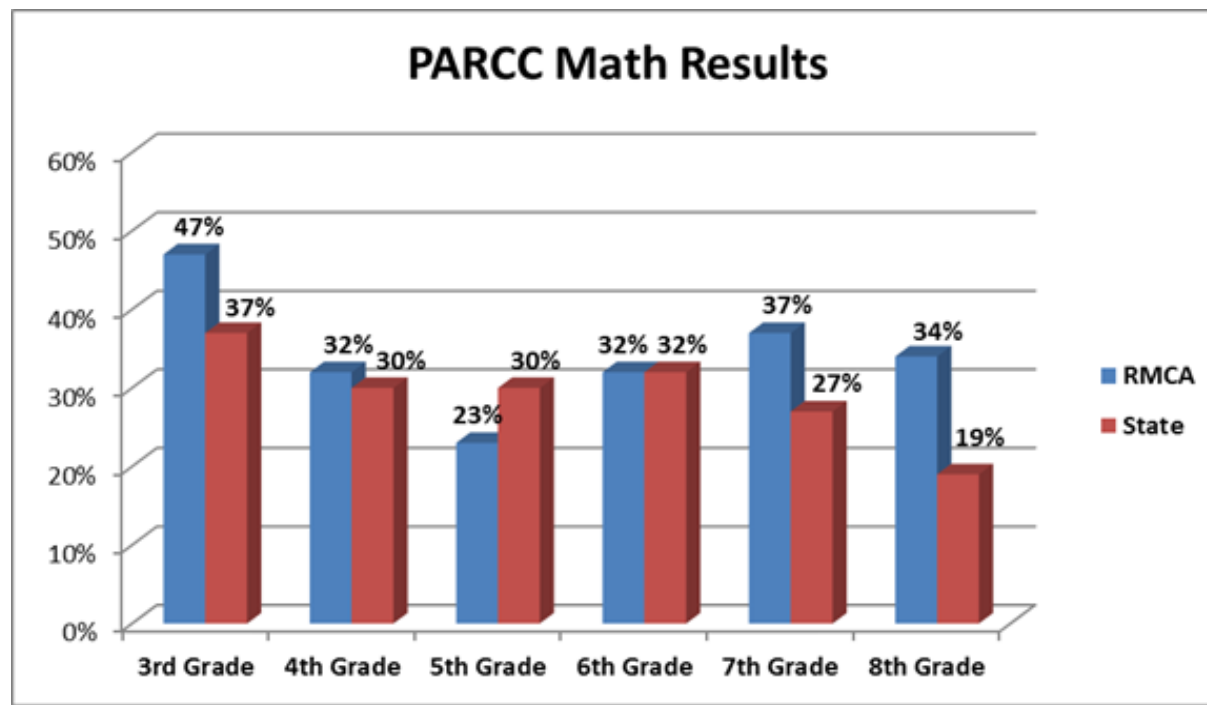
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#### 4. Trend Analysis

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.

#### Academic Growth Gaps

- RMCA achieved "Meets" category first time in three years in the Academic Growth Gap Indicator.
- At elementary level, 3-year SPF continues to indicate growth gaps in writing, math and reading. Students with disabilities have the largest gaps over three years' time in Reading and Math and students on Free/Reduce Lunch in Writing.
- At the middle school level, 3 years of growth data indicate that we are meeting growth expectations in reading and writing. Exceeds marks earned in middle school writing.
- Students with Disabilities have the "Approaching" ratings in all subject areas.

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### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

#### Priority Performance Challenge



#### Root Cause

Adequate growth in the area of reading, math, and writing.: At elementary level students needing to catch up have not made adequate growth in the area of reading, math, and writing.



Adequate growth in elementary school K-3 grades: A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration.

- Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for U/PP learners.
- Current elementary structure does not allow time and space for individualize approaches. With infrequent/irregular intervention time inhibits the growth towards the targets in all content areas.
- Teachers at all grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum.
- A need to create flexible reading ability groups across all content areas and grade levels.
- Implementation of several new curriculums in the last two years took focus away from the RTI process.
- Undefined RTI processes and unclear expectations prohibit struggling students from developing skills to make adequate growth in the all areas.
- Need to implement wider variety of progress monitoring tools to better track students' improvement.

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Adequate growth in the area of math in middle school.: At middle school level students have not made adequate growth in the area of math.



Adequate growth in math in middle school 6-8 grades: Challenges with implementation of differentiated instructions.

- Misalignment of curriculums between Elementary and Middle school: Saxon (not aligned to state standards) vs. Holt (aligned to state standards).
- Students at K-4 are not taught at the grade level.
- Students' placement indicators do not accurately reflect mastery of standards.
- Lack of mastery of the curriculum/state standards at each grade level.
- Without vertical alignment among K-8 there is no responsibility to the grade above and no clear expectations to the grade below.

### Reflection on Priority Performance Challenges

### Reflection on Root Cause

Analysis of data was considered by a group of teachers, administrators and parents as indicated in the SAC minutes. A variety of data sources including state and local were considered to identify the following root causes which were verified through the campus leadership team, the Headmaster of Rocky Mountain Classical Academy, the Rocky Mountain Classical Academy School Accountability Committee and the Rocky Mountain Classical Academy Board of Education. The following Root Causes were identified:

#### ***Root Cause – Middle School Math: Academic Achievement, Gaps and Growth Gaps***

- Challenges with implementation of differentiated instructions.
- Misalignment of curriculums between Elementary and Middle school: Saxon (not aligned to state standards) vs. Holt (aligned to

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state standards).

- Students at K-4 are not taught at the grade level.
- Students' placement indicators do not accurately reflect mastery of standards.
- Lack of mastery of the curriculum/state standards at each grade level.
- Without vertical alignment among K-8 there is no responsibility to the grade above and no clear expectations to the grade below.

### ***Root Cause – Elementary School All Areas of Academic Growth Gaps***

- A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration.
- Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for U/PP learners.
- Current elementary structure does not allow time and space for individualize approaches. With infrequent/irregular intervention time inhibits the growth towards the targets in all content areas.
- Teachers at all grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum.
- A need to create flexible reading ability groups across all content areas and grade levels.
- Implementation of several new curriculums in the last two years took focus away from the RTI process.
- Undefined RTI processes and unclear expectations prohibit struggling students from developing skills to make adequate growth in the all areas.
- Need to implement wider variety of progress monitoring tools to better track students' improvement.

## 1. Summary/Conclusion

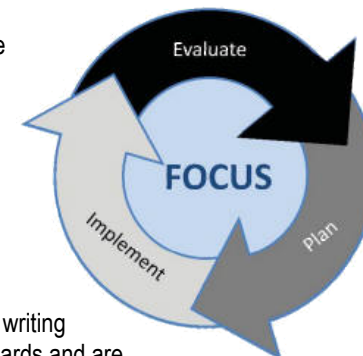
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## Section IV: Action Plan(s)

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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	K-3 Literacy. Increase the number of students reading at the grade level in grades K-3 by 50%.
	2016-2017	K-3 Literacy. Increase the number of students reading at the grade level in grades K-3 by 50%.
Interim Measures		K-3 Literacy DIBELS Next is administering as a screener for every student K-5 and then used as bi-weekly monitoring tool.

Subject		R
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
	2016-2017	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.

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Interim Measures	Dibels Next, Scantron, Aimsweb scores
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Subject		M
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
	2016-2017	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
Interim Measures		Dibels Next, Scantron, Aimsweb scores.

Subject		W
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
	2016-2017	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
Interim Measures		Dibels Next, Scantron, Aimsweb scores.

## Academic Growth

Subject		
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	Scantron, SIP end of the year: 75% students will meet Individual Growth Target based on the EOY assessment in Scantron performance series.
	2016-2017	Scantron, SIP end of the year: 80% students will meet Individual Growth Target based on the EOY assessment in Scantron performance series.
Interim Measures		DIBELS Next is administering as a screener for every student in K-5 and then used as bi-weekly monitoring tool, Scantron is used three times a year in the areas of math, Language arts and science. Scantron administer for every students and used as a placement and a progress monitoring tool. Classroom Based Assessments, STAR, ITBS, and SRA. Aimsweb used as a progress monitoring tool for students with disabilities as outlined by their IEP plans.

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## Academic Growth Gaps

Subject		
Priority Performance Challenge		Adequate growth in the area of math in middle school.
Annual Performance Targets	2015-2016	N/A
	2016-2017	N/A
Interim Measures		Scantron is used three times a year in the areas of math, Language arts and science. Scantron administer for every students and used as a placement and a progress monitoring tool.

Subject		
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	N/A
	2016-2017	N/A
Interim Measures		N/A

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Improvement of the current MTSS/RTI program K-8

A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration. Constrains in CKLA block format curriculum. Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for learners. Current elementary structure limits time and space for individualize approaches. With infrequent/irregular intervention time inhibits the growth towards the targets in all content areas. A need to create flexible reading ability groups across all content areas and grade levels. Implementation of new CKLA curriculum in the last two years took focus away from the RTI process. Undefined RTI processes and unclear expectations prohibit struggling students from developing skills to make adequate growth in the all areas. Need to implement wider variety of progress monitoring tools to better track students' improvement.

**Root Cause(s) Addressed:**

Adequate growth in math in middle school 6-8 grades  
Adequate growth in elementary school K-3 grades

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Sep. 2015 - May. 2016

**K-4 schedule for reading intervention**

**Description:**

Students will be grouped by ability levels during the reading portion of the CKLA curriculum because of the high percentage of 2 - 4th grade students who score below grade level on Reading Scantron last year and this fall (Avg. 40%) as well as the number of K-3 grade students (38%) below benchmark on DIBELS.

**Implementation Benchmarks:**

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	<p>Schedule and list of reading ability groups</p> <p><b>Resources:</b> No additional resource needed</p> <p><b>Key Personnel:</b> Principal, Dean of Instructions, Dean of Assessments, Grade level teams</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Staff PD on Data Analysis and the data driven instructional practices.</b></p> <p><b>Description:</b></p> <p><b>Implementation Benchmarks:</b> PD dates, agenda, and schedule.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, Dean of Instructions, SAC, RTI coordinator.</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Design new structure based on best practices.</b></p> <p><b>Description:</b></p>

	<p><b>Implementation Benchmarks:</b> Research materials, meetings' agenda and minutes.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, Dean of Instructions, Lead Teachers</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>K-8 "MTSS Team"</b></p> <p><b>Description:</b> Create K-8 RTI team to assist with data analysis, data interpretation and developing of new strategies.</p> <p><b>Implementation Benchmarks:</b> List of "MTSS Team" members, schedule of meetings and minutes from meetings.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, SAC, RTI Coordinator, Dean of Instructions, Dean of Assessments, Grade level teachers</p> <p><b>Status:</b> In Progress</p>

<p>Sep. 2015 - May. 2016</p>	<p><b>Progress monitoring</b></p> <p><b>Description:</b> Progress monitor using quarterly classroom assessments, daily formative assessments, and standardized progress monitoring tools in K-8. Added AimsWeb Math assessment 3-4 for struggling students for benchmark and for all students K-2 to identify students with gaps who need to be progress monitored.</p> <p><b>Implementation Benchmarks:</b> Scantron test, DIBELS Next, AimsWeb, Easy CBM and IXL</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, RTI coordinator, Instructional staff, Dean of Assessments, SPED staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Staff PD</b></p> <p><b>Description:</b> Staff PD on best instructional practices and the differentiation of instructions.</p> <p><b>Implementation Benchmarks:</b> PD dates, agenda, and schedule. Every last Tuesday of the month staff PD will be focused on instructional practices. January 4th In-service agenda will include presentation from the SPED department on varies classroom accommodations</p>

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	<p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, Dean of Instructions, RTI coordinator,</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>K-8 Grade Level math curriculum</b></p> <p><b>Description:</b> Alignment of grade level math curriculum with grade level state standards.</p> <p><b>Implementation Benchmarks:</b> Curriculum maps that are aligned to a grade level standards.</p> <p><b>Resources:</b> No additional resources needed.</p> <p><b>Key Personnel:</b> Principal, Grade level math teachers, Dean of Instructions.</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Implementation of IXL</b></p> <p><b>Description:</b></p>

	<p>Implement IXL program as an on line intervention and progress monitoring tool for all students in 6-8 grades.</p> <p><b>Implementation Benchmarks:</b> IXL students' accounts and progress monitoring reports.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, grade level teachers.</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>IT upgrade</b></p> <p><b>Description:</b> Purchasing of chrome books to assist with implementation of on line instruction and assessment.</p> <p><b>Implementation Benchmarks:</b> Purchase order.</p> <p><b>Resources:</b> MLO Funds</p> <p><b>Key Personnel:</b> Headmaster, Principals.</p> <p><b>Status:</b> Complete</p>

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**Major Improvement Strategy:** Increase the number of students reading at the grade level in grades K-3

Students who scored below an SRD cut points will be progressed monitored and provided intervention. A READ Plan will be developed and targeted interventions will be continued with students being progress monitored every 10 days.

**Root Cause(s) Addressed:**

Adequate growth in elementary school K-3 grades

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Interventionists**

**Description:**

Add an interventionist to all of the lowest MTSS reading classes 1-3 grade.

**Implementation Benchmarks:**

Interventionists' schedule

**Resources:**

Local funds

**Key Personnel:**

Principal, Dean of Assessments, Intervention Team.

**Status:**

Complete

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<p>Aug. 2015 - May. 2016</p>	<p><b>Staff PD - Read Act</b></p> <p><b>Description:</b> Staff PD on Data Analysis and the data driven instructional practices in K-3 literacy. Focus on compliance with Read Act for K-3 grade including teacher training and assessing with fidelity.</p> <p><b>Implementation Benchmarks:</b> PD dates, agenda, and schedule.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, SAC, RTI coordinator, Dean of Instructions.</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Implementation of BURST</b></p> <p><b>Description:</b> Implementing BURST as a targeted scientifically based reading intervention program for struggling readers.</p> <p><b>Implementation Benchmarks:</b> Intervention schedule, progress monitoring data.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b></p>

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	Principal, Grade level staff, Dean of Instructions, Dean of Assessments.
	<b>Status:</b> Complete
Aug. 2015 - May. 2016	<b>Differentiated Instructions</b>  <b>Description:</b> Staff PD on best instructional practices and the differentiation of instructions. Kagan Cooperative Learning: 12 teachers have attended D49 Kagan Training; Kagan methods research based; cooperative learning benefits all students especially those who struggle with language development; ELPA funds have provided differentiation trainers and Kagan materials for every grade level.  <b>Implementation Benchmarks:</b> PD dates, agenda, and schedule. Every last Tuesday of the month staff PD will be focused on instructional practices. January 4th In-service agenda will include presentation from the SPED department on varies classroom accommodations .  <b>Resources:</b> Local Funds, ELPA Funds.  <b>Key Personnel:</b> Principal, Dean of Instructions, RTI coordinator  <b>Status:</b> In Progress
Aug. 2015 - May. 2016	<b>DIBELS Amplify</b>  <b>Description:</b>

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	<p>Implementation of the new DIBELS Amplify on line system for data collection and analysis.</p> <p><b>Implementation Benchmarks:</b> Charts, Rosters of students, minutes of data analysis meetings.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principals. Dean of Assessments, Assessment Team, grade level teachers.</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>IT upgrade</b></p> <p><b>Description:</b> Purchase additional touch screen computers for teachers to assist with the on line implementation on DIBELS Amplify system.</p> <p><b>Implementation Benchmarks:</b> Purchase order</p> <p><b>Resources:</b> MLO Funds</p> <p><b>Key Personnel:</b> Headmaster, Principals.</p> <p><b>Status:</b></p>

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	Complete
Aug. 2015 -	<p><b>PD - CKLA Curriculum</b></p> <p><b>Description:</b> CKLA will train all new staff and strengthening training for all returning teachers. (Interventionists also took part in the training)</p> <p><b>Implementation Benchmarks:</b> Training schedule</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Admin., K-4 staff, interventionists, Dean of Instruction and Dean of assessments.</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Parent Support and Engagement</b></p> <p><b>Description:</b> Teachers who have SRD students or any struggling students create and update a parent literacy folder that contains literacy activities appropriate to each student's needs; students take the folder home each day and over the weekend to provide their parent with opportunities for continual literacy support. CKLA evening training to provide literacy tools for parents (Spring 2016).</p> <p><b>Implementation Benchmarks:</b> Student folders</p>

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	<p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principals, Grade level staff.</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Program enhancement</b></p> <p><b>Description:</b> Joined the ELAT project to implement the DIBELS assessment</p> <p><b>Implementation Benchmarks:</b> On line DIBELS reporting</p> <p><b>Resources:</b> ELAT Grant, Local IT Funds</p> <p><b>Key Personnel:</b> Principals, Dean of Instructions</p> <p><b>Status:</b> Complete</p>

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **7339** School Name: **RIDGEVIEW ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading Proficiency, K-5th, Dibels Next:** At the beginning of the academic year, 2015-16, 31% of K-5th grade students are performing below benchmark according to Dibels Next Composite scores.
- **Reading Percentile Rank, 3rd-5th, TCAP to CMAS PARCC Comparison:** Ridgeview is performing at the 49th percentile rank for all tested 3rd-5th graders in English Language Arts, as indicated by mean scale scores on PARCC.
- **Reading Percentile Rank 3rd Grade, TCAP to CMAS PARCC Comparison:** Ridgeview is performing at the 50th percentile rank for all tested 3rd graders in English Language Arts, as indicated by mean scale scores on PARCC.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Alignment with Colorado Academic Standards & the Marzano Instructional Framework:** Leaders and teachers have not consistently ensured that utilized resources and instruction are aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application as driven by the Marzano Instructional Framework. The Marzano framework includes the rigorous academic elements as well as the student engagement and social-emotional elements needed for successful outcomes.
- **Data-Driven Differentiated Instruction:** Leaders and teachers lack an understanding of how to use data to determine intervention needs and to differentiate instruction; for leaders and teachers there is a lack knowledge, training, resources and assessments in core content areas.
- **Relationships, Motivation, Engagement:** Student motivation and engagement, which are highly dependent upon positive and strong relationships with staff, are areas of ongoing need. Strong relationships amongst all school community members is an important component of positive achievement outcomes.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **POWER Zone Focus #1::** Evaluation/Professional Learning & Instruction: Implement the use of Marzano's Instructional Framework and Educator Evaluation Model as a means to support educator effectiveness and instructional improvement.
- **POWER Zone Focus #2::** Curriculum & Assessment: Develop and use a collaborative process ensuring that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners.
- **POWER Zone Focus #3::** Relationships & Culture: Establish and maintain a positive learning environment by implementing the agreed upon expectations from the Capturing Kids' Hearts Relational Framework, thus maximizing student learning potential.

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Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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School Code: 7339

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

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Phone	(719) 494-8700
Mailing Address	6573 Shimmering Creek Drive Colorado Springs, Colorado 80923

### Additional Information about the School

#### Comprehensive Review and Selected Grant History

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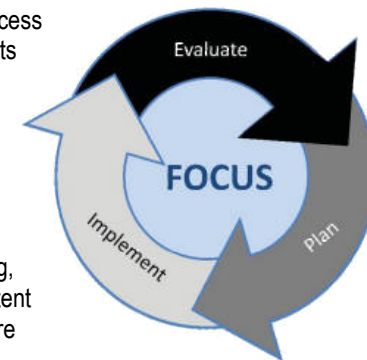
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

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### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### **Description: Description of School Setting-**

Ridgeview Elementary School is located in Northeast Colorado Springs in District 49 (Falcon School District). Our staff is comprised of mainly experienced teachers, but many are within their first 3-5 years at RVES. We do not have any first year teachers on staff currently. All teaching teams have at least some experienced team members, thus a strong support system exists within each team. Ridgeview is a Pre-K - 5<sup>th</sup> grade school, serving approximately 750 students (this number does not include preschool count). Our enrollment fluctuates some, but overall is on the rise. Ridgeview houses a Developmental Disabilities program that supports students with cognitive delays and limitations. We currently have a teaching staff of approximately 50 dedicated and hardworking teachers. Students come to RVES from a variety of cultural backgrounds and with a variety of learning needs. Regarding race/ethnicity, we have two significant categories--- 59% of our students are listed as White/Non-Hispanic and 21% as Hispanic. 41% of our student population is considered a race/ethnicity other than White/Non-Hispanic. Of our total students, 49% are male and 51% are female. Ridgeview has approximately 27% of our students eligible for free/reduced lunch, which is a slight increase from last school year (+3%).

##### **Process for Data Analysis-**

Ridgeview administration, POWER Zone leaders (feeder pattern school leadership), and district administration analyze data, with an emphasis on literacy data. Ridgeview Elementary PLC teams look at data regularly to determine student progress and instructional needs; the focus is DIBELS Next data and common formative assessment data. Team Leaders are designated for each grade level/department team; they set the agenda for meetings and facilitate the process. Administration attends PLC meetings as often as possible. The Leadership Team and Reading & Data Team, with representation from all grade levels and departments, review data periodically to determine areas of strength and weakness and to determine a root cause(s) for areas where improvement is needed. Next steps are determined. The Reading & Data Team is lead by Ridgeview's Instructional Coach and Administration. Longitudinal data is shared with the staff as well as the School Advisory Committee (SAC) which includes parent representation, teachers, and administration. Data is also periodically shared at Parent Coffee events. Administration drafts the UIP based upon these discussions, and the staff has the opportunity to review it and provide feedback for revision. The SAC reviews the UIP and provides feedback as well. Ridgeview Elementary is a PERFORMANCE status school.

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### Notable Changes

District 49 recently (at the beginning of the 14-15 school year) identified literacy as an intensive, primary focus for elementary schools. The goal is to move all students to at-grade-level reading status by the end of their 3rd grade school year. As elementary schools, we have always focused on literacy, but this district-wide movement has intensified our focus. It has allowed us to utilize additional resources and personnel focused on the literacy outcomes we are seeking. Ridgeview has fully embraced this initiative and we have made significant changes as a result. Most of these changes are highlighted within our Major Improvement Strategies. We anticipate even more change, related to this initiative, over the next 2-3 academic years.

PARCC testing became our reality, as well as a complete digital format for testing. This proved to be a significant transition for our students, and this could have impacted our scores.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** N/A

**Performance on Target:** N/A

### Academic Growth

**Prior Year Target:** N/A

**Performance on Target:** N/A

### Academic Growth Gaps

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:** From 2014-15 UIP: For Students Needing to Catch Up and Students with Disabilities we are not making adequate growth in reading. We are performing at the 58th percentile in reading, and our goal is to achieve at the 63rd percentile, thus an increase by 5 points.

**Performance on Target:** This data is not available due to changes in state assessments and data reporting. In looking at mean scale score percentile rank, Ridgeview increased in reading with "all students" by 6 points from 2014-2015, from 43 to 49. According to local measures, specifically Dibels Next and IEP goals,

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our Students with Disabilities made positive growth.

**Prior Year Target:** From 2014-15 UIP: For Students Needing to Catch Up, Students with Disabilities, Minority Students, and English Language Learners, we are not making adequate growth in math. We are performing at the 63rd percentile in reading, and our goal is to achieve at the 69th percentile, thus an increase by 6 points from the previous year.

**Performance on Target:** This data is not available due to changes in state assessments and data reporting. In looking at mean scale score percentile rank, Ridgeview increased in math with "all students" by 10 points from the previous year, from 47 to 57. According to local measures, grade level common assessments, our Students with Disabilities made positive growth in mathematics.

**Prior Year Target:** From 2014-15 UIP: For Students Needing to Catch Up and Students with Disabilities we are not making adequate growth in writing. We are performing at the 58th percentile in reading, and our goal is to achieve at the 65th percentile, thus an increase by 7 points.

**Performance on Target:** This data is not available due to changes in state assessments and data reporting. In looking at mean scale score percentile rank, Ridgeview increased in writing with "all students" by 7 points from the previous year, from 42 to 49. According to local measures, specifically grade level common assessments, our Students with Disabilities have made positive growth.

### Postsecondary & Workforce Readiness

**Prior Year Target:** N/A

**Performance on Target:** N/A

### Academic Achievement Reflection

N/A

### Academic Growth Reflection

N/A

### Academic Growth Gaps Reflection

Adequate data is not available to determine precise success on last year's targets. According to local measures, our sub-groups of students did make positive growth. In addition, "all students" made good growth in the various content areas.

### Postsecondary Workforce Readiness Reflection

N/A

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### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

#### READING

According to the Percentile Rank Report provided, students at RVES overall have increased in the area of reading. For ALL STUDENTS, we are up in percentile rank by 6 points, moving from the 43rd percentile to the 49th percentile. This is a celebration for our school, and we plan to continue our intensive work in reading to continue along this path. 3rd Grade decreased by 5 points in mean scale score percentile rank; 4th grade increased by 13 points; 5th grade decreased by 7 points. This particular 3rd grade group has a high number of students with special learning needs; these students are currently in 4th grade, and our data indicates continued struggles but we are targeting these students heavily with intervention.

It should be noted that PARCC was taken completely through a digital format at Ridgeview this school year. This was new and uncomfortable for our students. This may have impacted our scores negatively.

According to the percentile rank report, for MINORITY STUDENTS we are up in percentile rank by 6 points. For these categories: FREE/REDUCED LUNCH ELIGIBLE STUDENTS, STUDENTS WITH DISABILITIES, and ENGLISH LEARNERS--- there is not adequate growth data available on our Percentile Rank Report.

Looking at a 3-year trend, based on the mean scale score percentile rank, our reading data is consistent and lingering at the 50th percentile rank.

#### **DIBELS NEXT DATA:**

For the 2014-15 school year, as a school we made an 11 percentage point increase across the school year in benchmark students; moving from 72% of students in the green (benchmark) at BOY to 78% at MOY and then to 84% at EOY. As a school, we made "average" progress in moving students to benchmark (green category), according to the CDE growth tool. As a school, we made "well above average" progress in moving students out of the at-risk (red category). Most of our grade level teams made at least "above average" progress and many made "well above average" progress in moving students into benchmark and out of at-risk.

In digging deeper into Dibels Next sub-tests from 2014-15, we have identified DORF (Fluency), DORF (Accuracy), and DORF (Retell) as areas for focus, along with DAZE (Comprehension). We tend to show greater success with growth in the primary grade level sub-tests (FSF, LNF, PSF, NWF), which is to be expected as these measure foundational reading skills. In 2014-15, we only increased by 3% in Accuracy from BOY to MOY, and then by another 2% from MOY to EOY. This is not adequate, and this is why we have a thoughtful focus on reading accuracy this school year. We grew by 6% in Fluency from BOY to MOY, and then we increased, 0% from MOY to EOY. Again, this is not adequate. We have to keep our growth trajectory on the right path across semester 2, in all sub-tests, to include reading fluency. For Retell, we increased by 6% across the span of the year and for DAZE we increased by 9%. Accuracy and DAZE (Comprehension) are areas that we haven't given as much thought to in the past as we are this school year.

2013-14 Dibels Next data indicates that we had strong growth semester 1 and then we were very flat in progress across semester 2. We are keeping this in mind as we work with our teachers during the 2015-16 school year. It is important to maintain a strong focus on reading across the busy 2nd semester. A lack of growth across semester 2 seems to be a developing trend, and we are working to change that.

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**PARCC Executive Summary:**

**Celebrations:** 4th/5th ELA-- Performance levels are consistent with district and state; 4th grade ELA-- 7 students "exceeded"; 4th/5th grade scored in the mid-high 40's in vocabulary and reading information

**Areas of concern:** 3rd grade ELA-- vocabulary and reading information is low compared to 4th-5th ELA

**MATH**

According to the Percentile Rank Report provided, students at RVES overall have increased in the area of math. For ALL STUDENTS, we are up in percentile rank by 10 points, moving from the 47th percentile to the 57th percentile. This is a tremendous celebration for our school, and we plan to continue implementing best practices in mathematics and aligning ourselves to the Colorado Academic Standards. 3rd grade decreased by 14 points; 4th grade increased by 18 points; 5th grade increased by 14 points. As was noted in the reading section, this 3rd grade group (current 4th graders) include a large number of students with special learning challenges.

It should be noted that PARCC was taken completely through a digital format at Ridgeview this school year. This was new and uncomfortable for our students. This may have impacted our scores negatively.

According to the Percentile Rank Report, MINORITY STUDENTS made excellent gains as well, from the 39th percentile to the 48th percentile. For these categories: FREE/REDUCED LUNCH ELIGIBLE STUDENTS, STUDENTS WITH DISABILITIES, and ENGLISH LEARNERS-- there is a lack of meaningful data as listed on our Percentile Rank Report.

Looking at a 3-year trend, based on the mean scale score percentile rank, our math data is consistent and lingering at the 57-59th percentile rank.

**PARCC Executive Summary:**

**Celebrations:** 5th grade Math is 10% higher than district & state

**WRITING**

According to the Percentile Rank Report provided, students at RVES overall have increased in the area of writing. For ALL STUDENTS, we are up in percentile rank by 7 points, moving from the 42nd percentile to the 49th percentile. This is a celebration for our school, and we plan to continue working on writing in connection with reading. 3rd grade decreased by 20 points; 4th grade increased by 18 points; and 5th grade decreased by 4 points. As was noted in the reading and math sections, this 3rd grade group (current 4th graders) include a large number of students with special learning challenges.

It should be noted that PARCC was taken completely through a digital format at Ridgeview this school year. This was new and uncomfortable for our students. This may have impacted our scores negatively.

According to the Percentile Rank Report, MINORITY STUDENTS made gains as well, from the 41st percentile to the 45th percentile. For these categories: FREE/REDUCED LUNCH ELIGIBLE STUDENTS, STUDENTS WITH DISABILITIES, and ENGLISH LEARNERS-- there is a lack of meaningful data as listed on our Percentile Rank Report.

Looking at a 3-year trend, based on the mean scale score percentile rank, our writing data is has decreased in percentile rank.

#### 4. 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.

##### Academic Achievement (Status)

- **READING:** According to the Percentile Rank Report, Ridgeview decreased overall from 2013 to 2014 by 7 points. 2014 to 2015, however, shows an increase by 6 points. The overall decline from 2013 to 2015 in percentile ranking is therefore only 1 point, which is not a significant decrease; data is stagnant.
- **WRITING:** According to the Percentile Rank Report, Ridgeview decreased overall from 2013 to 2014 by 18 points. 2014 to 2015, however, shows an increase by 7 points. The overall decline from 2013 to 2015 in percentile ranking is therefore 11 points; which is a significant decrease.
- **MATH:** According to the Percentile Rank Report, Ridgeview decreased overall from 2013 to 2014 by 12 points. 2014 to 2015, however, shows an increase by 10 points. The overall decline from 2013 to 2015 in percentile ranking is therefore only 2 points; data is stagnant.

##### Academic Growth

- **READING:** According to Dibels Next data, our movement of students into the "no risk" or green category is stagnant. In 2013-14, we increased our benchmark students by 11%, and for 2014-15 it was also at 11%.

#### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

## Priority Performance Challenge



## Root Cause

Reading Proficiency, K-5th, Dibels Next: At the beginning of the academic year, 2015-16, 31% of K-5th grade students are performing below benchmark according to Dibels Next Composite scores.



Alignment with Colorado Academic Standards & the Marzano Instructional Framework: Leaders and teachers have not consistently ensured that utilized resources and instruction are aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application as driven by the Marzano Instructional Framework. The Marzano framework includes the rigorous academic elements as well as the student engagement and social-emotional elements needed for successful outcomes.

Data-Driven Differentiated Instruction: Leaders and teachers lack an understanding of how to use data to determine intervention needs and to differentiate instruction; for leaders and teachers there is a lack knowledge, training, resources and assessments in core content areas.

Relationships, Motivation, Engagement: Student motivation and engagement, which are highly dependent upon positive and strong relationships with staff, are areas of ongoing need. Strong relationships amongst all school community members is an important component of positive achievement outcomes.

Reading Percentile Rank, 3rd-5th, TCAP to CMAS PARCC Comparison: Ridgeview is performing at the 49th percentile rank for all tested 3rd-5th graders in English Language Arts, as indicated by mean scale scores on PARCC.



Alignment with Colorado Academic Standards & the Marzano Instructional Framework: Leaders and teachers have not consistently ensured that utilized resources and instruction are aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application as driven by the Marzano Instructional Framework. The Marzano framework includes the rigorous academic elements as well as the student engagement and social-emotional elements needed for successful outcomes.

Data-Driven Differentiated Instruction: Leaders and teachers lack an understanding of how to use data to determine intervention needs and to differentiate instruction; for leaders and teachers there is a lack knowledge, training, resources and assessments in core content areas.

Relationships, Motivation, Engagement: Student motivation and engagement, which are highly dependent upon positive and strong relationships with staff, are areas of ongoing

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Reading Percentile Rank 3rd Grade, TCAP to CMAS PARCC Comparison: Ridgeview is performing at the 50th percentile rank for all tested 3rd graders in English Language Arts, as indicated by mean scale scores on PARCC.



need. Strong relationships amongst all school community members is an important component of positive achievement outcomes.

Alignment with Colorado Academic Standards & the Marzano Instructional Framework: Leaders and teachers have not consistently ensured that utilized resources and instruction are aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application as driven by the Marzano Instructional Framework. The Marzano framework includes the rigorous academic elements as well as the student engagement and social-emotional elements needed for successful outcomes.

Data-Driven Differentiated Instruction: Leaders and teachers lack an understanding of how to use data to determine intervention needs and to differentiate instruction; for leaders and teachers there is a lack knowledge, training, resources and assessments in core content areas.

Relationships, Motivation, Engagement: Student motivation and engagement, which are highly dependent upon positive and strong relationships with staff, are areas of ongoing need. Strong relationships amongst all school community members is an important component of positive achievement outcomes.

### Reflection on Priority Performance Challenges

These performance challenges were selected based on Ridgeview's overall data.

Primary literacy (reading and writing) is an intensive initiative in District 49, the POWER Zone, and at Ridgeview Elementary School. Ensuring that students read at grade level before they leave 3rd grade is also a priority.

We believe that if we send our outgoing 5th graders to middle school AT-GRADE-LEVEL or ABOVE-GRADE-LEVEL in reading, writing, and mathematics, we are

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laying a solid foundation for our students to succeed in secondary education. This is our goal.

### Reflection on Root Cause

These root causes were selected based on ongoing data discussion with POWER Zone leadership and data teams at Ridgeview.

These align with the POWER Zone priorities and initiatives that we are all working on.

## 1. Summary/Conclusion

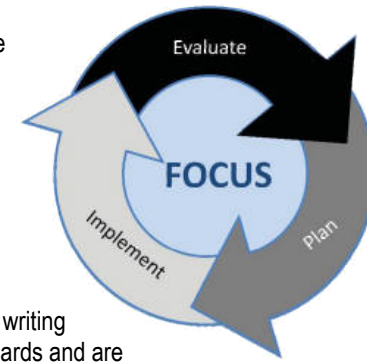
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## Section IV: Action Plan(s)

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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Reading Proficiency, K-5th, Dibels Next
Annual Performance Targets	2015-2016	Ridgeview will decrease our percentage of students scoring below benchmark on Dibels Next Composite from 31% to 21%, thus by 10%. This would put our rate of growth at "well above average" progress according to the CDE growth categorization tool.
	2016-2017	Ridgeview will decrease our percentage of K-5th grade students scoring below benchmark, according to Dibels Composite, by an additional 5-10% per year until we reach 95%+ benchmark achievement for K-5th grade students.
Interim Measures		Dibels Next Progress Monitoring; literacy-based common assessments aligned to the Colorado Academic Standards; intervention-related assessments

Subject		R
Priority Performance Challenge		Reading Percentile Rank, 3rd-5th, TCAP to CMAS PARCC Comparison
Annual Performance	2015-2016	For 3rd-5th grade students, Ridgeview will increase our mean scale score percentile rank on PARCC English Language Arts by 5 points, from the 49th to 54th percentile.

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Targets	2016-2017	For 3rd-5th grade students, Ridgeview will increase our mean scale score percentile rank on PARCC English Language Arts by 5 points each academic year until we rank at the 80th percentile or higher.
Interim Measures		Dibels Next Progress Monitoring; literacy-based common assessments aligned to the Colorado Academic Standards; intervention-related assessments

Subject		R
Priority Performance Challenge		Reading Percentile Rank 3rd Grade, TCAP to CMAS PARCC Comparison
Annual Performance	2015-2016	For 3rd grade students, Ridgeview will increase our mean scale score percentile rank on PARCC English Language Arts by 5 points, from the 50th to 55th percentile.
Targets	2016-2017	For 3rd grade students, Ridgeview will increase our mean scale score percentile rank on PARCC English Language Arts by 5 points each academic year until we rank at the 80th percentile or higher.
Interim Measures		Dibels Next Progress Monitoring; literacy-based common assessments aligned to the Colorado Academic Standards; intervention-related assessments

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: POWER Zone Focus #1:

Evaluation/Professional Learning & Instruction: Implement the use of Marzano's Instructional Framework and Educator Evaluation Model as a means to support educator effectiveness and instructional improvement.

#### Root Cause(s) Addressed:

Alignment with Colorado Academic Standards & the Marzano Instructional Framework  
Data-Driven Differentiated Instruction  
Relationships, Motivation, Engagement

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

☐ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Aug. 2015 - May. 2016

#### Marzano Evaluation Process through iObservation

##### Description:

In the POWER Zone, we utilize the Marzano Instructional Framework and iObservation for teacher and administrator evaluation. This framework is built upon research-based best practices and structured in the form of elements. The objective is professional growth in order to gain greater outcomes in student achievement. Our intensive focus is literacy, which is embedded in our evaluation focus.

##### Implementation Benchmarks:

Teachers review instructional framework and criteria for elements identified as priority (zone/building selected and the 15 elements Marzano's research indicates as most impactful) by 08-13-15 (DONE);

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	<p>Teachers self-rate on elements, meet with admin in team meetings to seek guidance/clarification, and submit plans by 08-18-15 (DONE);</p> <p>Growth Plans approved by administration by 08-20-15 (DONE);</p> <p>Minimum of one evaluation rating per teacher (walk-through, informal, or formal) by 10-09-15 (DONE);</p> <p>Identification of data sources for teacher evaluation by 10-09-15 (DONE);</p> <p>Completion of The Art and Science of Teaching for new hires by 11-20-15 (DONE);</p> <p>Teacher self-reflection on growth elements and documentation sent to administration by 11-20-15 (DONE);</p> <p>Minimum of three evaluation ratings per teacher by 03-01-16 (DONE);</p> <p>Mid-Year evaluation checks sent to teachers and meetings as needed by 01-30-16 (DONE);</p> <p>Minimum of five evaluation ratings per teacher and all formal evaluations completed by 04-20-16;</p> <p>Teacher self-reflection on growth elements and documentation sent to administration by 04-20-16;</p> <p>Minimum of six evaluation ratings per teacher by 05-10-15;</p> <p>SLO data submitted to admin and meetings as needed by 05-10-15;</p> <p>Summative evaluations completed, sent to teachers, and meetings as needed by 05-15-15</p> <p><b>Resources:</b></p> <p>iObservation (local funding- zone);</p> <p>The Art and Science of Teaching books/handbooks (local funding- building)</p> <p><b>Key Personnel:</b></p> <p>RVES Teachers;</p> <p>RVES Administration;</p> <p>Zone Administration;</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Jul. 2015 - May. 2016</p>	<p><b>High Reliability Schools (HRS) Certification Process</b></p> <p><b>Description:</b></p>

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The schools in the POWER Zone are seeking HRS (High Reliability Schools) certification through Marzano Research. This process strengthens our work within this framework and ultimately results in higher achievement for our students. Our intensive focus is literacy, which is embedded in our HRS work.

**Implementation Benchmarks:**

Admin and Instructional Coach attend High Reliability Schools (HRS) Summit 07-07 and 07-08-15 (DONE);  
HRS level 1 surveys given and initial analysis complete by 10-09-15 (DONE);  
Deeper HRS data analysis completed; HRS plan written, to include needed Lagging Indicators, and in place by 11-20-15 (DONE);  
HRS level 1 survey quick checks and Lagging Indicators review by 04-15-16;  
HRS level 1 survey repeat by 05-15-16;  
Data and Lagging Indicators ready for presentation to zone leadership and Marzano Research by 06-05-16;  
HRS level 2 certification achieved by 06-05-17;  
HRS level 3 certification achieved by 06-05-18;  
HRS level 4 certification achieved by 06-05-19;  
HRS level 5 certification achieved by 06-05-20

**Resources:**

HRS conference and related documents (local funding- zone)

**Key Personnel:**

RVES Teachers  
RVES Administration;  
RVES Instructional Coach;  
RVES HRS Team;  
Zone Administration;  
Marzano Research personnel

**Status:**

In Progress

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Jul. 2015 - May. 2016

## Marzano Professional Development

### Description:

The focus of professional development in the POWER Zone aligns to the Marzano Instructional Framework. Our intensive focus is literacy, which is embedded in our Marzano work.

### Implementation Benchmarks:

Admin and Instructional Coach attend High Reliability Schools (HRS) Summit 07-07 and 07-08-15 (DONE);  
New hires participate in The Art and Science of Teaching book study by 11-20-15 (DONE);  
Admin and teaching staff receive additional training in learning goals and scales via a PLC format by 03-15-16 (DONE);  
Revisiting of Marzano elements via staff meetings, trainings, digitally shared info, and evaluation feedback-- ongoing throughout the school year

### Resources:

HRS conference/documents (local funding- zone);  
Marzano Research Professional Development (local funding- building and zone)  
The Art and Science of Teaching books/handbooks and related documents (local funding- building)

### Key Personnel:

New hires (teachers);  
All RVES teachers;  
RVES Administration;  
RVES Instructional Coach;  
Zone Administration

### Status:

In Progress

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**Major Improvement Strategy: POWER Zone Focus #2:**

Curriculum & Assessment: Develop and use a collaborative process ensuring that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners.

**Root Cause(s) Addressed:**

Alignment with Colorado Academic Standards & the Marzano Instructional Framework

Data-Driven Differentiated Instruction

Relationships, Motivation, Engagement

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

☐ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Jul. 2015 - May. 2016

**Professional Learning Community (PLC) Process**

**Description:**

The Professional Learning Community (PLC) process and increased PLC expectations are the focus for Ridgeview. PLC's are an imperative piece of ensuring successful instructional outcomes and student achievement. I wrote a few words for today, so I wouldn't lose my train of thought in my emotions. Literacy is our intensive focus, and this is embedded in most of our PLC work.

**Implementation Benchmarks:**

Creation of Ridgeview Team PLC Work Schoology group to document RV's PLC work by 07-22-15 (DONE);  
Leadership Team Retreat and training (with a focus on PLC work, increased PLC expectations, and Team PLC Work Schoology group) by 07-23-15 (DONE);  
PLC teams meet weekly at a minimum, with some additional meeting opportunities on non-student contact days; RV admin attend meetings regularly-- ongoing;  
PLC expectations revisited throughout the year and PLC work documented by all team members-- ongoing;  
Reading and Data Team (Committee) meets approximately 1-2 times per quarter; reps support data analysis with their PLC teams-- ongoing

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School Name: **RIDGEVIEW ELEMENTARY SCHOOL**

	<p><b>Resources:</b>  Schoology (local funding- district);  allthingplc.info and the DuFours work (free and previously purchased);  Marzano Research and HRS website (partial access is free, local funding- zone)</p> <p><b>Key Personnel:</b>  RVES Teachers;  RVES Teacher Team Leaders;  RVES Administration;  RVES Instructional Coach;  Marzano Research personnel</p> <p><b>Status:</b>  In Progress</p>
<p>Jul. 2015 - May. 2016</p>	<p><b>Core Knowledge Language Arts (CKLA) implementation</b></p> <p><b>Description:</b>  It was determined that the POWER Zone's core reading curriculum, at the elementary level, was not sufficient and did not align with new standards. The zone facilitated a process do review a core program, CKLA (Core Knowledge Language Arts) and it was purchased for implementation beginning this school year.</p> <p><b>Implementation Benchmarks:</b>  Purchase and delivery of materials by 07-30-15 (although some materials were missing and late) (DONE);  Initial training per grade level on 07-30 and 07-31-15 (DONE);  Follow-up training on 09-25-15 (DONE);  Instructional Coach support with program both by presence in classrooms and through the Reading and Data Team--ongoing;  Discuss effectiveness of program and pros/cons by Winter Break and then again before Summer Break (partially done)</p>

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	<p><b>Resources:</b> CKLA purchase (local funding- zone)</p> <p><b>Key Personnel:</b> RVES Teachers; RVES Instructional Coach; RVES Administration; Zone Administration</p> <p><b>Status:</b> In Progress</p>
<p>May. 2015 - May. 2016</p>	<p><b>Reading Intervention Block Implementation</b></p> <p><b>Description:</b> A research-based, highly structured, high accountability reading intervention block is necessary for the reading data growth levels we are aiming for. We have set high growth goals for each of our grade levels, through our PLC work, seeking "Well Above Average Progress" across all grades. Our Reading Intervention Block includes the following programs: CKLA Intervention, Lexia Core 5, SIPPS- all levels (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Sonday System 1 and 2, Sonday System Let's Play Learn, Rite Flight Fluency, Rite Flight Comprehension, Rewards, and Phonics for Reading. Our Instructional Coach leads this priority at RVES, and it is very time-consuming to ensure high quality.</p> <p><b>Implementation Benchmarks:</b> Create and share a school-wide master schedule that includes a Monday-Thursday, 40-minute intervention block by 05-01-15 (DONE); Master schedules includes an innovative approach to meeting IEP and ELD minutes (so that these students are "triple dipped" instructionally) by 05-01-15 (DONE); Revisit master schedule with team leaders at Leadership Team Retreat on 07-23-15 (DONE); Hire 3 part-time reading interventionists by 08-01-15 (DONE); Instructional Coach train interventionists on all levels of SIPPS (Systematic Instruction in Phonological Awareness,</p>

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Phonics, and Sight Words) by 08-15-15 (DONE);  
 Meet with grade level teams to look at data and student needs, review intervention programs/materials available, and determine initial intervention plans (facilitated by Instructional Coach) by 08-15-15 (DONE);  
 Begin intervention blocks by 08-15-15 (DONE);  
 Review preliminary data, finalize grade level intervention plans, and document them by 10-09-15 (DONE);  
 Revisit data and intervention block plans at a minimum of twice quarterly; make adjustments as needed-- ongoing;  
 Evaluate success and finalize schedule for the next school year by 05-15-15.

**Resources:**

Intervention materials (partial local funding- zone and building, partial state funding- READ Funds-- most materials purchased in the previous school year);  
 Cost of Interventionists (local funding- zone/building personnel budget);  
 Cost of Instructional Coach (local funding- zone/building personnel budget)

**Key Personnel:**

RVES Teachers;  
 RVES Para-professionals;  
 RVES Administration;  
 RVES Instructional Coach

**Status:**

In Progress

**Major Improvement Strategy: POWER Zone Focus #3:**

Relationships & Culture: Establish and maintain a positive learning environment by implementing the agreed upon expectations from the Capturing Kids' Hearts Relational Framework, thus maximizing student learning potential.

**Root Cause(s) Addressed:**

Relationships, Motivation, Engagement

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

☐ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - Aug. 2015

**Capturing Kids' Hearts Professional Development**

**Description:**

Training for all new hires and refresh training for all previously-trained staff is important in keeping this priority initiative alive.

**Implementation Benchmarks:**

Revisit key zone/school CKH commitments and create Staff Social Contract by 08-03-15 (DONE);  
Training of new hires on CKH on 08-26, 27, and 28 (DONE);  
Recharge training of previously trained staff on 08-28-15 (DONE);  
Site visit and feedback from CKH consultant and feedback shared with staff by Fall/Winter 2015 (DONE);  
Ongoing revisiting of CKH non-negotiables and sharing of idea--ongoing

**Resources:**

CKH Training (local funding- zone)

**Key Personnel:**

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School Name: RIDGEVIEW ELEMENTARY SCHOOL

	<p>Some RVES para-professionals; RVES new hires; RVES Teachers; RVES Administration</p> <p><b>Status:</b> In Progress</p>
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## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

Sand Creek High School

## Accreditation Rating

[illegible]

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **7613** School Name: **SAND CREEK HIGH SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Academic Growth Gaps Reading:** Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in reading as measured by TCAP.
- **Academic Growth Gaps Math:** Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in math as measured by TCAP.
- **Academic Growth Gaps Writing:** Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in writing as measured by TCAP.
- **Post-secondary and Work-force readiness:** Based on the 2013-2014 SPF, SCHS 11th grade students score below the Colorado state average on the state ACT assessment.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Guaranteed and viable curriculum:** SCHS has not implemented it's curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data.
- **ACT scores demonstrate a flat/declining trend:** SCHS has not provided adequate preparation and guided practice for students taking the ACT.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Guaranteed and viable curriculum:** Faculty teams will measure and communicate the effectiveness of courses with common assessments and programs with common expectations such as Freshman Academy, IB Diploma, and Advanced Placement. Further development of academic programs, Schools and Pathways, and a personalized learning initiative designed to guarantee a viable curriculum, will take place throughout the 2015-2016 school year.
- **State Testing Preparation Initiative:** Sand Creek leadership and faculty will provide materials and a schedule to ensure that all 9th, 10th, and 11th grade students prepare and practice for CMAS, PSAT 10, and ACT testing within their English, math, science, and social studies classes. Sand Creek leadership and faculty will facilitate preparation sessions outside of school hours and create motivational materials in order to build student dedication to pursuing their highest possible scores on college

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entrance exams.

- **Targeted Community Engagement:** The Sand Creek Campus will host pathways councils as a part of the Freshman Academy and schools of Design, Business, and Advance Academics, to include faculty members, students, and members of the local community. Targeted community engagement will lead to the development of mentorships, internships, and further development of course articulated with institutions of post-secondary education (4 year and community college and industry-specific educational programs).

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☐ State Accreditation   
 ☐ Title I Focus School   
 Tiered Intervention Grant (TIG)   
 ☐ Colorado Graduation Pathways Program   
 ☐ School Improvement Support Grant   
☐ Other:

### School Contact Information

## Additional Information about the School

### Comprehensive Review and Selected Grant History

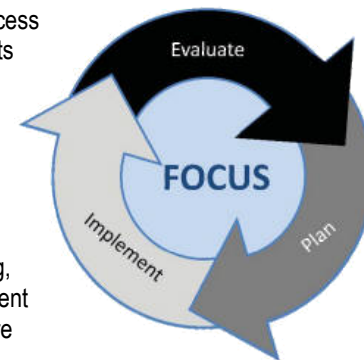
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

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### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description: Description of School:** Sand Creek High School is located on the eastern edge of Colorado Springs and serves approximately 1250 students. Sand Creek High School is an authorized International Baccalaureate school. Our 9th and 10th graders may choose to enrolled in the Middle Years Programme (MYP) and take classes covering all areas of IB curriculum. Our 11th and 12th graders may choose from IB Diploma Programme, Advanced Placement courses, Concurrent Enrollment courses, or general education courses. Sand Creek has a strong English Language Development program that serves approximately 2.61% of our students. Students with an Individualized Education Plan make up 20.09% of our population. Our student sub-populations include 12% African-American, 25% Hispanic, 8% Multiple Races, and 4.4% Asian.

**Process for UIP Development:** The general process for developing the UIP was:

- The school’s leadership team and faculty analyzed IB DP, AP, and ACT data during professional development days and PLC meetings beginning in August.
- Faculty Leaders (all department chairs, teacher leaders plus administration) and the School Accountability Committee (parents, teacher representatives, and administration representatives) analyzed the 3-year School Performance Frameworks to identify trends, propose and analyze root causes, and to propose or revise previous strategies aimed at addressing root causes.
- The UIP leadership team compiled the results and continued the focus on 3 improvement strategies.
- All stakeholders were presented with and provided the opportunity to give input into the proposed strategies.

#### 2. Prior Year Targets

Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.

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### Academic Growth Gaps

**Prior Year Target:** The percentile ranking on CMAS PARCC in 2015 for students scoring proficient and advanced will be at the 54th percentile for reading.

**Performance on Target:** This data is not available; however, Sand Creek High School has been on a downward trend in percentile rank from 48 to 29 in reading.

**Prior Year Target:** The percentile ranking on CMAS PARCC in 2015 for students scoring proficient and advanced will be at the 61st percentile for math.

**Performance on Target:** This data is not available; however, Sand Creek High School has been on a downward trend in percentile rank from 56 to 20 in math.

**Prior Year Target:** The percentile ranking on CMAS PARCC in 2015 for students scoring proficient and advanced will be at the 63rd percentile for writing.

**Performance on Target:** This data is not available; however, Sand Creek High School has been on a downward trend in percentile rank from 47 to 29 in English Language Arts.

### Postsecondary & Workforce Readiness

**Prior Year Target:** SCHS juniors will score on average an ACT composite score of 20.1 SCHS will continue to work toward increasing the average ACT composite score to meet or exceed the District goal of 22.

**Performance on Target:** In 2015, SCHS juniors scored an average of 19.4 composite score on the ACT.

### Academic Growth Gaps Reflection

SCHS will continue to monitor released data during the 2015-2016 school year as it becomes available.

### Postsecondary Workforce Readiness Reflection

In 2015, SCHS juniors were not adequately prepared for the ACT Assessment. During the 2015-2016 school year, sophomores and juniors engaged in ACT preparation and practice in Reading, Writing, Math and Science. Students were also administered a base-line practice test, followed up by daily targeted questions in related core classes along with the use of the March 2 Success ACT preparation program. Students will have access to after school ACT preparation sessions and will take a full practice test in January 2016. Students were coached to analyze their own data during the preparation sessions.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

SCHS juniors' ACT composite scores were below the state average of 20.3.

- In 2015, SCHS juniors were not adequately prepared for the ACT Assessment. During the 2015-2016 school year, sophomores and juniors engaged in ACT preparation and practice in Reading, Writing, Math and Science. Students were also administered a base-line practice test, followed up by daily targeted questions in related core classes along with the use of the March 2 Success ACT preparation program. Students will have access to after school ACT preparation sessions and will take a full practice test in January 2016. Students were coached to analyze their own data during the preparation sessions.

Though SPF's have not been released, preliminary results from the 2015 PARCC examination indicate SCHS students did not meet or exceed the state averages in Algebra I and Geometry. SCHS is not satisfied with the preliminary results as indicated from the 2015 PARCC examination data in English. SCHS students did not meet or exceed district expectations for ELA.

- We are concerned that the student performance on the 2015 PARCC was impacted by the testing scenario, by the Algebra I, Geometry and English curriculum alignment with Common Core Standards and by a lack of student preparation for the exam.

SCHS Advanced Placement scores were below national averages in all content areas.

- We are concerned that the level of rigor in all Advanced Placement courses at SCHS does not adequately prepare students for the Advanced Placements exams.

SCHS did not meet the federally required 95% student participation rate for all areas of the CMAS PARCC administered assessments during the 2014-2015 school year.

- SCHS will communicate with students and parents the importance of student participation in CMAS PARCC assessments and the reporting of the scores and data.

### 4. 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.

#### Academic Achievement (Status)

- The Academic Achievement status for the 3-year SPF SCHS 2013-2014 rates as "meets."
- • 3 years of data shows no definite trend for 9th grade and a declining trend for 10th grade in reading.
- • 3 years of data shows a declining trend for 9th grade and 10th grade in math.
- • 3 years of data shows no definite trend for 9th grade and a downward trend for 10th grade in writing.
- • AP and IB DP scores are trending up.

#### Academic Growth

- The Academic Growth status for the 3-year SPF SCHS 2013-2014 rates as "meets" overall.
- • Meets in reading

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- • Approaching in math
- • Meets in writing

### Academic Growth Gaps

- The Academic Growth Gaps status for the 3-year SPF SCHS 2013-2014 rates as “approaching” specifically due to our scores in math and writing.
- • Meets in reading
- • Approaching in math
- • Approaching writing

### Postsecondary & Workforce Readiness

- Although achieving a rating of “meets” in post secondary and workforce readiness, SCHS juniors have not met the state composite ACT average over the last three years.

### Priority Performance Challenges and Root Cause Analysis

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 school’s overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

Priority Performance Challenge	→	Root Cause
Academic Growth Gaps Reading: Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in reading as measured by TCAP.	→	Guaranteed and viable curriculum: SCHS has not implemented it's curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data.
Academic Growth Gaps Math: Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in	→	Guaranteed and viable curriculum: SCHS has not implemented it's curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze

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math as measured by TCAP.

and act upon student performance data.

Academic Growth Gaps Writing: Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in writing as measured by TCAP.



Guaranteed and viable curriculum: SCHS has not implemented it's curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data.

Post-secondary and Work-force readiness: Based on the 2013-2014 SPF, SCHS 11th grade students score below the Colorado state average on the state ACT assessment.



ACT scores demonstrate a flat/declining trend: SCHS has not provided adequate preparation and guided practice for students taking the ACT.

### Reflection on Priority Performance Challenges

Preliminary results for the 2015 CMAS PARCC assessment and the 2015 ACT indicate on-going deficits in the indicated growth gaps areas and in post secondary workforce readiness.

Though SCHS does not fall below state averages in all growth gaps, we are concerned we scored below the averages compared to the other two conventional high schools in the district. SCHS continues to fall below the state average on the ACT test.

### Reflection on Root Cause

The Root Causes were selected from the data from the 2013-2014 SPF. The Root Causes were established from internal and external reviews (International Baccalaureate, SchoolWorks, and faculty, student, and community surveys) who provided data on school climate and performance.

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## 1. Summary/Conclusion

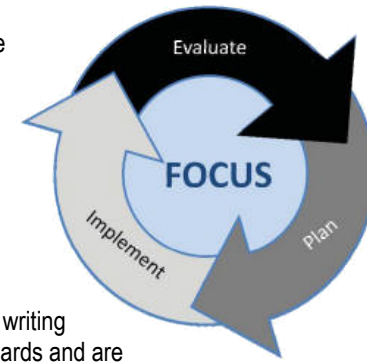
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## Section IV: Action Plan(s)

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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		
Annual Performance Targets	2015-2016	SCHS juniors will meet or exceed 20.3 composite score, the Colorado 2015 ACT average composite score.
	2016-2017	SCHS juniors will meet or exceed the Colorado 2016 ACT average composite score with the goal of meeting or exceeding the district target of a composite score of 23.
Interim Measures		March2Success or other practice test scores of 2015-2016 sophomores.
		Number of students participating in the SCHS ACT preparation program.

Subject		Other PWR Measures
Priority Performance Challenge		
Annual Performance Targets	2015-2016	All students will complete D49 ICAP Milestones utilizing the College in Colorado website.
	2016-2017	All students will complete D49 ICAP Milestones utilizing the College in Colorado website to determine an individualized plan of study within one of SCHS's schools/pathways.

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Interim Measures	D49 ICAP Milestone reports from College in Colorado. School/Pathway Plan of Study and course development. Number of completers within each School/Pathway Plans of Study.
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## Academic Growth Gaps

Subject	R	
Priority Performance Challenge	Academic Growth Gaps Reading	
Annual Performance Targets	2015-2016	The percentile ranking on CMAS PARCC in 2016 for all students will meet or exceed the 40 percentile rank for reading.
	2016-2017	
Interim Measures	Ninth grade ELA Amplify interim assessment and/or other state assessment for tenth graders in Reading.	

Subject	M	
Priority Performance Challenge	Academic Growth Gaps Math	
Annual Performance Targets	2015-2016	The percentile ranking on CMAS PARCC in 2016 for all students will meet or exceed the 35 percentile rank for math.
	2016-2017	
Interim Measures	Ninth grade Algebra I Amplify interim assessment, and/or other state assessment for tenth graders in Math.	

Subject	W	
Priority Performance Challenge	Academic Growth Gaps Writing	
Annual Performance Targets	2015-2016	The percentile ranking on CMAS PARCC in 2016 for all students will meet or exceed the 35 percentile rank for writing.
	2016-2017	
Interim Measures	Ninth grade ELA Amplify interim assessment and/or other state assessment for tenth graders in Writing.	

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Guaranteed and viable curriculum

Faculty teams will measure and communicate the effectiveness of courses with common assessments and programs with common expectations such as Freshman Academy, IB Diploma, and Advanced Placement. Further development of academic programs, Schools and Pathways, and a personalized learning initiative designed to guarantee a viable curriculum, will take place throughout the 2015-2016 school year.

**Root Cause(s) Addressed:**

Guaranteed and viable curriculum

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

#### Action Steps

Oct. 2015 - Mar. 2016

**Common Quarterly Assessments - Algebra I and ELA 9**

**Description:**

Freshman Academy teachers and leaders will document quarterly student achievement based on Beacon Amplify quarterly assessments of Algebra I and English language arts (grade 9) at the end of quarters 1, 2, and 3, and will use this data to generate planning for a cycle of learning. This information will be presented to the School Accountability Committee at the November, January, and April 2016 meetings.

**Implementation Benchmarks:**

Results data for Beacon Amplify quarterly assessments of Algebra I and English language arts (grade 9) will be recorded

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	<p>and analyzed at the end of quarters 1, 2, and 3. Data analysis will result in update action planning for implementing interventions and learning units/formative assessment designed to improve student achievement based on teacher recommendation and researched best practices.</p> <p><b>Resources:</b> Beacon Amplify quarterly assessments of Algebra 1 and English language art (grade 9). Data assessment protocols Teacher release time for analyzing data and action planning next steps for interventions and curriculum development.</p> <p><b>Key Personnel:</b> Freshman Academy teacher leader Freshman Academy pathways director</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - Dec. 2015</p>	<p><b>Pathways to college and career</b></p> <p><b>Description:</b> Sand Creek Campus teacher leaders and pathways directors will develop the course pathways and graduation requirements for the Schools of Design, Business, and Advanced Academics that support student pathways to college and career as aligned with students' Individual Career and Academic Plans.</p> <p><b>Implementation Benchmarks:</b> All students will complete D49 ICAP Milestones utilizing the College in Colorado website to determine an individualized pathway and plan of study. An updated course catalog and new course offerings for the 2016-2017 school year will be created and used for student course selection in December 2015. Graduation requirements for each school will be developed and communicated to students and parents at the same time.</p> <p><b>Resources:</b> Existing catalog of courses approved by Falcon District 49</p>

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	<p>Colorado Department of Education graduation guidelines (updated September 2015)          Colorado Career Cluster model and CTE guidelines          College in Colorado          Plans of Study</p> <p><b>Key Personnel:</b>          Sand Creek Campus teacher leaders          Sand Creek Campus pathways directors          Sand Creek Campus campus director          Pathways Advisory Councils for the Schools of Design, Business, Advance Academics, and the Freshman Academy</p> <p><b>Status:</b>          In Progress</p>
<p>Jan. 2016 - Jan. 2016</p>	<p><b>Personalized Learning</b></p> <p><b>Description:</b>          Sand Creek Campus will implement a personalized learning initiative pilot program beginning with all 9th grade students enrolled in Personal Finance Literacy courses during the second semester of the 2015-2016 school year. Preparations for further implementation in all 9th grade English and Social Studies classes during the 2016-2017 school year will take place throughout the second semester of the 2015-2016 school year.</p> <p><b>Implementation Benchmarks:</b>          Student achievement data collected and analyzed at the end of the third and fourth quarters. Data analysis will assist in the implementation and expansion of the personalized learning program in the 2016-2017 school year.</p> <p><b>Resources:</b>          Computer and wireless Internet access for students, designated classroom space, and GradPoint or FuelEd Personal Finance Literacy online course access.</p> <p><b>Key Personnel:</b></p>

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	<p>Social Studies Teachers, Teacher Leaders, Pathway Directors and Campus Director</p> <p><b>Status:</b> In Progress</p>
<p>Jan. 2016 - May. 2016</p>	<p><b>Math Interventions</b></p> <p><b>Description:</b> Sand Creek Campus will implement a series of Math interventions in the third quarter of the 2015-2016 school year. These interventions include: reducing class sizes in Algebra I, using Scholastic Math Inventory (SMI) to determine skill level of Beginning Algebra and Algebra I students, inclusion in Math 180 and small group direct remediation. These interventions will also include a limited pilot of the Personalized Learning platform through GradPoint/Pearson in Algebra I classes.</p> <p><b>Implementation Benchmarks:</b> Student achievement data and skills will be measured during third quarter through scheduled Amplify Beacon common assessments and periodic SMI probes leading up the state testing in April 2016.</p> <p><b>Resources:</b> Computer and wireless Internet access for students, Math 180 student licenses, GradPoint/Pearson online curriculum access, and the increase of one Math FTE.</p> <p><b>Key Personnel:</b> All Math teachers, Tutoring Center Directors, Pathway Directors and Campus Director</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** State Testing Preparation Initiative

Sand Creek leadership and faculty will provide materials and a schedule to ensure that all 9th, 10th, and 11th grade students prepare and practice for CMAS, PSAT 10, and ACT testing within their English, math, science, and social studies classes. Sand Creek leadership and faculty will facilitate preparation sessions outside of school hours and create motivational materials in order to build student dedication to pursuing their highest possible scores on college entrance exams.

**Root Cause(s) Addressed:**

ACT scores demonstrate a flat/declining trend

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

☐ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Oct. 2015 - Mar. 2015

**ACT and PSAT 10 practice testing**

**Description:**

10th and 11th grade students will take an ACT and PSAT 10 baseline practice tests in each of their core content classes by October 30th. A second practice test will be given at the beginning of the third quarter to document growth and predict success on the state ACT.

**Implementation Benchmarks:**

SCC teacher leaders, pathways directors, and faculty will analyze student results from ACT PLAN release tests in order to target specific preparation and improvement needs, by student, group, and grade level, between the result of the baseline test in October 2015 and the target test given prior to the statewide ACT assessment in April, 2016.

**Resources:**

Data analysis and scoring software for PLAN release tests - GradeCam software  
Teacher release time for analyzing data and action planning next steps for interventions and curriculum development.

**Key Personnel:**

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	<p>SCC pathways directors, teacher leaders, and science, social studies, English, and math faculty members.</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Mar. 2016	<p><b>ACT Question of the Day</b></p> <p><b>Description:</b> Students will answer and receive feedback on five ACT "Questions of the Day" in each core content area, for a total of 20 questions per week, through the end of 3rd quarter. All prep questions will be aligned to the ACT College and Career Readiness Standards and scored using GradeCam.</p> <p><b>Implementation Benchmarks:</b> SCC teacher leaders, pathways directors, and faculty will identify targeted "Questions of the Day" in each core content area as determined by the data analysis from the ACT Plan test results. 10th and 11th grade students will answer five questions each day and will receive feedback on the responses to improve scores on the ACT assessment in April 2016.</p> <p><b>Resources:</b> Data analysis and scoring software for - GradeCam software Teacher release time for identifying targeted "Questions of the Day" in each content area, providing feedback to students, and analyzing student data.</p> <p><b>Key Personnel:</b> SCC pathways directors, teacher leaders, and science, social studies, English, and math faculty members.</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Mar. 2016	<p><b>March to Success ACT Readiness Course</b></p> <p><b>Description:</b> Teachers will use the March to Success ACT Readiness Course 30 minutes a week in a rotation of core content class</p>

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	<p>during 2nd and 3rd quarters.</p> <p><b>Implementation Benchmarks:</b> Students will access the March to Success ACT Readiness Course 30 minutes a week during the 2nd and 3rd quarters, to provide students with personalized response feedback and identify areas in need of improvement, prior to the ACT assessment in April 2016.</p> <p><b>Resources:</b> Computer and Internet access to implement the March to Success ACT Readiness Course. Release time for core content teachers to be trained on the implementation of the course and student access to the website.</p> <p><b>Key Personnel:</b> SCC pathways directors, teacher leaders, and science, social studies, English, and math faculty members.</p> <p><b>Status:</b> In Progress</p>
<p>Jan. 2016 - May. 2016</p>	<p><b>Positive Incentives Program</b></p> <p><b>Description:</b> The Positive Incentives Program will institute a positive behavior support system including conversations in classrooms with all 10th and 11th grade students, monitoring other action steps for relevant benchmarks, and incentivizing students meeting those benchmarks with tickets for sporting events, school events, and activities passes for the 2016-2017 school year.</p> <p><b>Implementation Benchmarks:</b> Classroom conversations and motivational visits will begin second semester of the 2015-2016 school year. Data monitoring of students meeting benchmarks and recognition and rewards awarded to students throughout the semester.</p> <p><b>Resources:</b> None</p>

**Key Personnel:**

Teachers, Teacher Leaders, Pathway Directors and Campus Director

**Status:**

In Progress

**Major Improvement Strategy:** Targeted Community Engagement

The Sand Creek Campus will host pathways councils as a part of the Freshman Academy and schools of Design, Business, and Advance Academics, to include faculty members, students, and members of the local community. Targeted community engagement will lead to the development of mentorships, internships, and further development of course articulated with institutions of post-secondary education (4 year and community college and industry-specific educational programs).

**Root Cause(s) Addressed:**

Guaranteed and viable curriculum

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

Action Steps	
Nov. 2015 - May. 2015	<p><b>Community-wide Communication</b></p> <p><b>Description:</b> Minutes of regular pathways council meetings will be available to the community via the school website and will be presented monthly to the Sand Creek Campus School Accountability Committee, Zone Leader, and the District 49 Executive Council during the second semester of the 2015-2016 school year. Teacher Leaders, Pathway Directors, and the Campus Director will engage community partners throughout the school year in order to present the vision for the Sand Creek Campus and to gain support in achieving this vision.</p> <p><b>Implementation Benchmarks:</b> Monthly agendas, created by SCC teacher leaders, and minutes from all pathways council meetings will be available at the end of each month November 2015 through May 2016.</p> <p><b>Resources:</b> None</p> <p><b>Key Personnel:</b></p>

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	<p>SCC teacher leaders and pathways directors</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - May. 2015	<p><b>Develop Community Partnerships</b></p> <p><b>Description:</b> Sand Creek Campus schools will develop internships, mentorships, and concurrent enrollment offerings for students through increased connections with community members and volunteers.</p> <p><b>Implementation Benchmarks:</b> A report detailing internships, mentorships, and all course offerings articulated with college and career programs will be available to the community by April 1st, 2016.</p> <p><b>Resources:</b> Contacts within established community organizations</p> <p><b>Key Personnel:</b> SCC teacher leaders and pathways directors, D49 director of concurrent enrollment, D49 CTE director</p> <p><b>Status:</b> In Progress</p>

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

School Stetson Elementary

## Accreditation Rating

Name	Position
Jeff Moulton	Principal
Kathleen Granger	AP
Cabe Hannell	Dean

School Accountability Committee:

- Date the Plan was presented to SAC for review:  
2/23/16
- Signature of Principal:  
*[Signature]*
- Signature of SAC Chairperson:  
*Melissa Whiteland*
- Signatures of additional SAC members who reviewed the plan:  
*A. Dyer*  
*Lisa Jones*  
*Debra Loebe*  
*Rachel Jordan*  
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## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1110  
Official 2014 SPF: 3-Year

District Name: FALCON 49

School Code: 8266 School Name: STETSON ELEMENTARY SCHOOL

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading Proficiency K-5:** Reading Proficiency: At mid-year 2015-2016, nearly 25% of the school's kindergarten through fifth graders were reading below benchmark as indicated by Dibels Next.
- **Percentile Rank:** Percentile Rank: The school is currently performing at the 61st percentile in English Language Arts at all levels, as indicated by mean scale scores on PARCC.
- **Math Proficiency:** Math Proficiency: Fifth grade students are currently performing at the 49th percentile in math as measured by PARCC.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **CAS Alignment:** Alignment with Colorado Academic Standards: 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.
- **Differentiated Instruction:** Teachers lack knowledge, training, resources and common assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.
- **Data Driven Instruction:** Data-Driven Instruction: Teachers lack an understanding of how to use data to increase student achievement and growth.
- **Math Curriculum:** Current curriculum is not totally aligned with CAS.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Establish Collaborative Examination of CAS and Lesson Correlation:** Regularly bring teachers together in a collaborative process to examine the CAS, prioritize Learning Evidence Outcomes, and ensuring that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards while addressing the unique needs of every student.
- **Support Educator Effectiveness:** Continue to refine the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement
- **Teachers maintain a positive learning environment:** To maximize student learning potential, all teachers will continue to improve and maintain a positive learning environment in their individual classrooms and within the school in general. Our school wide expectations will be based on the Capturing Kid's Hearts relational frameworks

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Jeff Moulton, Principal
Email	jcmoulton@d49.org
Phone	(719) 495-5252
Mailing Address	4910 Jedediah Smith Ave. Colorado Springs, CO 80922

Name, Title	Kathleen Granaas, Assistant Principal
Email	kgranaas@d49.org
Phone	(719) 495-5252
Mailing Address	4910 Jedediah Smith Dr Colorado Springs, CO 80920

## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No.

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External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

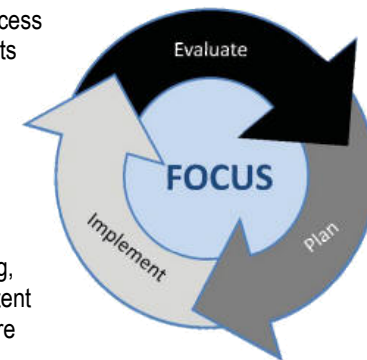
No.

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### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** Description - Stetson Elementary is a PK-5 elementary school located in Falcon School District 49. We are physically located northeast Colorado Springs, CO. There are 550 students enrolled with a teaching staff of 36 teachers. Our students come from a wide cultural background and 34% of our students are eligible for free and reduced lunch.

#### 2. Prior Year Targets

Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.

##### Academic Achievement (Status)

**Prior Year Target:** Our goal is to have 84% of our students reading at or above benchmark as measured by DIBELS Composite

**Performance on Target:** At the end of 2014-2015 school year 77% of our student met benchmark.

##### Academic Growth

**Prior Year Target:** Stetson students met the state’s expectations for growth. No performance targets were established for 2014-2015.

**Performance on Target:**

### Academic Growth Gaps

**Prior Year Target:** Improve our school's statewide percentile in reading to 54%.

**Performance on Target:**

**Prior Year Target:** Improve our school's statewide percentile in math by 6 percentile points to 60%.

**Performance on Target:**

**Prior Year Target:** Improve our school's statewide percentile in writing by 7 percentile points to 71%.

**Performance on Target:**

### Academic Achievement Reflection

Reading scores as measured by DIBELS Composite have been in a slow decline for the past three years. This trend has been recognized and corrective action has been taken. More robust progress monitoring, intensive intervention, and a new core reading curriculum have been added.

### Academic Growth Reflection

Stetson students met the state's expectations for growth. No performance targets were established for 2014-2015.

### Academic Growth Gaps Reflection

Due to a change in the way the state calculated scores this year, the data used in last years goals is no longer relevant. In reading we have increased our percentile ranking from 40th percentile to the 61st, in writing we have moved from the 59th to the 61st percentile and in math from the 49th to the 59th percentile.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

Our current academic performance can best be described as mixed. In some areas we are making excellent progress and in others we are flat or slightly declining.

#### READING and Writing (ELA) PARCC

- On the state TCAP/PARCC assessment, our percentile ranking has improved from the 40th to the 61st.
  - Third Grade - 52nd to the 78th percentile
  - Fourth Grade - 46th to the 60th percentile
  - Fifth Grade - 33rd to the 41st percentile
- On the other hand our growth on DIBELS Next Composite has continued a slow decline. Students meeting benchmark last year was 75% of the student body. This shows a decline of four percentage points from the previous year. Our expectation for this measure was an increase to 80% which we did not meet. We actually lost ground in that measure. Steps have been taken to improve this area and EOY results are expected to be excellent.

#### MATH PARCC

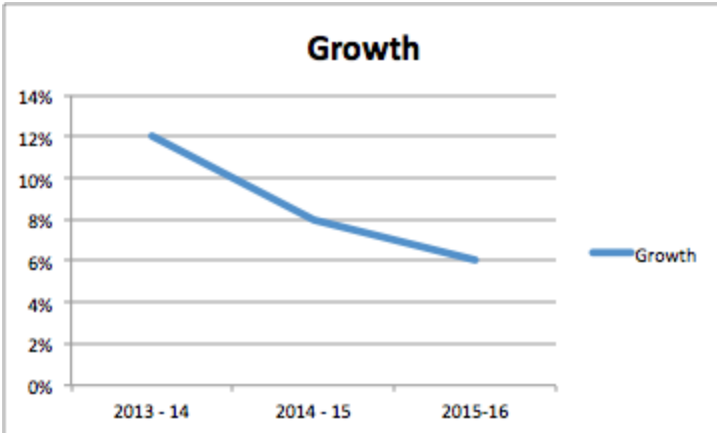
- On the state TCAP/PARCC assessment our percentile ranking has improved from the 53rd to the 59th percentile.
  - 3rd grade - From 51st to 68th percentile over 2 years
  - 4th grade - From 64th to 53rd percentile over 2 years
  - 5th grade - From 45th to 49th percentile over 2 years

#### DIBELS Next

The schools achievement and growth both continue to trend downwards.

- 2014 - 79% of students achieved benchmark at EOY
- 2015 - 75% of students achieved benchmark at EOY
- 2015 - MOY - 73% of students are achieving benchmark.

School growth of students to Benchmark as continued to decline.



#### 4. 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.

##### Academic Growth

- Student growth in reading as measured by DIBELS continues a gradual decline that began three years ago. In 2015 we saw student growth of 8% versus the previous year where growth was 12%. This is based on the number of students meeting benchmark at the beginning of the year versus the end of the year.
- The school is making excellent growth in performance on the state TCAP/PARCC test. Or percentile ranking has improved from 40th - 61st percentile in reading and 53rd to 59th in Math.

##### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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

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strategies is encouraged.

## Priority Performance Challenge



## Root Cause

**Reading Proficiency K-5: Reading Proficiency:** At mid-year 2015-2016, nearly 25% of the school's kindergarten through fifth graders were reading below benchmark as indicated by Dibels Next.



**CAS Alignment:** Alignment with Colorado Academic Standards: 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.

**Differentiated Instruction:** Teachers lack lack knowledge, training, resources and common assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

**Data Driven Instruction:** Data-Driven Instruction: Teachers lack an understanding of how to use data to increase student achievement and growth.

**Percentile Rank: Percentile Rank:** The school is currently performing at the 61st percentile in English Language Arts at all levels, as indicated by mean scale scores on PARCC.



**CAS Alignment:** Alignment with Colorado Academic Standards: 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.

**Differentiated Instruction:** Teachers lack lack knowledge, training, resources and common assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

**Data Driven Instruction:** Data-Driven Instruction: Teachers lack an understanding of how to use data to increase student achievement and growth.

**Math Proficiency: Math Proficiency:** Fifth grade students are currently performing at the 49th percentile in math as measured by PARCC.



**Math Curriculum:** Current curriculum is not totally aligned with CAS.

**Differentiated Instruction:** Teachers lack lack knowledge, training, resources and common assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

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### Reflection on Priority Performance Challenges

Primary literacy is a priority goal for Falcon School District 49 and Stetson Elementary. Our Literacy Committee has recognized the need to change the way reading instruction is delivered to students in order to increase achievement. While our PARCC scores show positive growth in achievement, Benchmark scores as measured by DIBELS continue a gradual slide. There is now more important skill we can teach besides reading, and raising student achievement in this area is an absolute priority.

In Math, our fifth grade students are below the 50<sup>th</sup> percentile as compared with all state elementary schools. It is imperative that we increase student math scores to ensure their continued success at the next level.

The plan to improve reading and math will require significant changes to the way we currently operate. It will require curriculum realignment, teacher training, better use of data, and more engagement from our students.

### Reflection on Root Cause

CAS Alignment - We chose this as a root cause based on a general consensus that our teachers were not well acquainted with the standards and were unable to routinely identify essential elements within the standards.

Differentiated Instruction - Large scale differentiation was not taking place within the classroom. Interventions were not in wide spread use and school wide interventions were nonexistent.

Data Driven Instruction - Common formative assessments are not in place to allow teachers to compare instruction. Progress monitoring was not being used to determine next instructional steps.

Math curriculum - Several different math instructional tools were being used in the school. Lack of continuity between grade levels tends to slow the progress we see in students.

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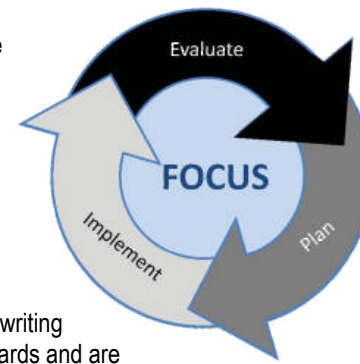
## 1. Summary/Conclusion

After considering all aspects of school performance

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Reading Proficiency K-5
Annual Performance Targets	2015-2016	82% of students will achieve benchmark on the DIBELS Next assessment
	2016-2017	
Interim Measures		DIBELS Lexia

Subject		R
Priority Performance Challenge		Percentile Rank
Annual Performance Targets	2015-2016	Increase ELA percentile rank from 61 to 65.
	2016-2017	
Interim Measures		CKLA Unit assessments. DIBELS Next Benchmark Assessments DIBELS Progress Monitoring

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		Lexia
Subject		M
Priority Performance Challenge		Math Proficiency
Annual Performance Targets	2015-2016	Math performance in 5th grade will increase from the 49th percentile to the 60th percentile.
	2016-2017	
Interim Measures		Grade level formative assessments.

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Establish Collaborative Examination of CAS and Lesson Correlation

Regularly bring teachers together in a collaborative process to examine the CAS, prioritize Learning Evidence Outcomes, and ensuring that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards while addressing the unique needs of every student.

**Root Cause(s) Addressed:**

CAS Alignment

Data Driven Instruction

Differentiated Instruction

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Aug. 2015 - May. 2017

**Staff Training**

**Description:**

Train staff to use CAS to create lesson learning objectives that accurately reflect the spirit of the state requirements.

**Implementation Benchmarks:**

Regular discussions with PLCs and trainings during Staff Meetings. Regular walk through.

**Resources:**

N/A

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School Name: STETSON ELEMENTARY SCHOOL

	<p><b>Key Personnel:</b> Admin and classroom teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>CDE Approved Intervention</b></p> <p><b>Description:</b> Students in grade K-5 will continue to receive supplemental instruction using the Lexia Core 5 reading intervention program to close reading gaps</p> <p><b>Implementation Benchmarks:</b> Lexia reports of Growth and regular use. Identification of students needing extra support indicates the program is working.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> All Classroom teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2017	<p><b>State Approved Intervention</b></p> <p><b>Description:</b> Provide more robust intervention for low achieving readers through small groups and targeted instructional approach, using a series of different but CDE approved interventions.</p>

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	<p><b>Implementation Benchmarks:</b>  Identification of small groups to receive interventions based on DIBELS Composite.  Monitoring growth in students.  Moving students from at risk to less risk or benchmark</p> <p><b>Resources:</b>  Local funding \$5000</p> <p><b>Key Personnel:</b>  All Classroom Teachers</p> <p><b>Status:</b>  In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Identify Gifted Learnes</b></p> <p><b>Description:</b>  Consult with Zone and District Curriculum and Instruction personnel to develop strategies to increase identification of gifted learners</p> <p><b>Implementation Benchmarks:</b>  Increase number of students identified as gifted learners</p> <p><b>Resources:</b>  N/A</p> <p><b>Key Personnel:</b>  Administration, Director of G/T, and G/T Teacher</p>

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	<p><b>Status:</b> In Progress</p>
Aug. 2014 - May. 2017	<p><b>Progress Monitoring Tool</b></p> <p><b>Description:</b> Provide all classroom teachers with access to an on-line assessment and progress-monitoring tool that supports the RtI process and helps teachers to determine gaps in student learning and drive instructional decision-making.</p> <p><b>Implementation Benchmarks:</b> More accurate tracking of progress monitoring fidelity.</p> <p>Set and enforce clearly defined guidelines for progress monitoring of all students.</p> <p><b>Resources:</b> \$3500 local funding</p> <p><b>Key Personnel:</b> All teachers and administration.</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Oct. 2016	<p><b>Literacy Curriculum Implementation</b></p> <p><b>Description:</b> Maximize training in utilization of the new literacy curriculum (CKLA) to increase the rigor of instruction and provide greater fidelity in meeting CAS in reading and writing. Support teachers through observation and feedback to increase confidence in delivery of the instruction.</p> <p><b>Implementation Benchmarks:</b></p>

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	<p>Increase in ELA percentile rank on a yearly basis.</p> <p>Noticeable growth and achievement in reading fluency and comprehension as measured by DIBELS Next.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b></p> <p><b>Status:</b></p>
<p>Apr. 2016 - May. 2017</p>	<p><b>Identify and Implement CAS aligned math curriculum</b></p> <p><b>Description:</b> Examine and pilot potential math curriculum to determine its alignment with CAS and usability in classrooms.</p> <p><b>Implementation Benchmarks:</b> Pilot at 5 grade levels.</p> <p>Analyze teachers' evaluations of the curriculum.</p> <p>Implement school wide if evaluation is favorable.</p> <p>Improvement in math performance at all grade levels.</p> <p><b>Resources:</b> Local resources to purchase materials for pilot program</p> <p><b>Key Personnel:</b> Teachers and administrators.</p>

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	<b>Status:</b> Not Started
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**Major Improvement Strategy:** Support Educator Effectiveness

Continue to refine the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement

**Root Cause(s) Addressed:**

Differentiated Instruction

Data Driven Instruction

Math Curriculum

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Monitor Teacher Effectiveness**

**Description:**

Monitor the use of the Marzano theory of teacher best practices and the growth of teachers in these methods

**Implementation Benchmarks:**

Administrators will document increase use of Marzano's best educational practices.

**Resources:**

N/A

**Key Personnel:**

Admin and Teachers

**Status:**

In Progress

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<p>Aug. 2015 - May. 2016</p>	<p><b>Coach Teachers</b></p> <p><b>Description:</b> Ongoing communication and coaching in the use of Marzano's teacher effectiveness methods through face to face meetings, and web based conferences using the iObservation tool.</p> <p><b>Implementation Benchmarks:</b> Observations targeted at teachers use of effective teaching strategies. Quarterly compilations of conferences in the iObservation tool. Semi Annual reviews.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> School Administrators and Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Empower Teachers</b></p> <p><b>Description:</b> Empower grade level teams to work together and continue studying the theories of Marzano about how to develop learning scales and rubrics that support the learning objectives</p> <p><b>Implementation Benchmarks:</b> Observation of the use and evolution of learning objectives as well as the scales and rubrics that support learning</p> <p><b>Resources:</b></p>

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	<p>N/A</p> <p><b>Key Personnel:</b> Administration Team Leads All Staff</p> <p><b>Status:</b> In Progress</p>
May. 2016 - Jan. 2017	<p><b>Develop Common Learning Goals and Scales</b></p> <p><b>Description:</b> Have teacher teams develop common learning objectives and scales for use school wide.</p> <p><b>Implementation Benchmarks:</b> Improve fidelity of instruction and improve vertical alignment of curriculum.</p> <p><b>Resources:</b> None</p> <p><b>Key Personnel:</b> Administration. Teachers.</p> <p><b>Status:</b> Not Started</p>

**Major Improvement Strategy:** Teachers maintain a positive learning environment

To maximize student learning potential, all teachers will continue to improve and maintain a positive learning environment in their individual classrooms and within the school in general. Our school wide expectations will be based on the Capturing Kid's Hearts relational frameworks

**Root Cause(s) Addressed:**

Differentiated Instruction

Data Driven Instruction

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - Aug. 2015

**Train staff in Capturing Kids Hearts**

**Description:**

Train all new staff members in Capturing Kids Hearts Ideals.

**Implementation Benchmarks:**

All teachers were not trained will attend the three day Capturing Kids Hearts seminar.

**Resources:**

Instructors from the Flippen Group.

**Key Personnel:**

Teachers and facilitators

**Status:**

Complete

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<p>Aug. 2015 - Aug. 2015</p>	<p><b>Refresh tenants of Capturing Kids Hearts</b></p> <p><b>Description:</b> Conduct refresher training for all teachers about Capturing Kids Hearts.</p> <p><b>Implementation Benchmarks:</b> Participate in the seminar.</p> <p><b>Resources:</b> None</p> <p><b>Key Personnel:</b> Administrators, teachers and Project Champions personnel.</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Social Contract</b></p> <p><b>Description:</b> Teachers will create social contracts for their classrooms and will utilize it for classroom management.</p> <p><b>Implementation Benchmarks:</b> Observe the use of the social contract in each classroom.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b></p>

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	<p>All staff.</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Greet Students</b></p> <p><b>Description:</b> Staff will personally greet students each morning as they enter the building and classrooms.</p> <p><b>Implementation Benchmarks:</b> Observation by staff and students.</p> <p>Improved student affect.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> All Staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Four Question</b></p> <p><b>Description:</b> Staff will be encouraged to use the " Four Question" model to redirect students who are off task or misbehaving.</p> <p><b>Implementation Benchmarks:</b></p>

Teachers will be observed using this strategy.

**Resources:**

N/A

**Key Personnel:**

All Staff

**Status:**

In Progress

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

School Shayview Middle School

## Accreditation Rating

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Maureen Funderburk	Leadership Team - TEAM COACH	1) Date the Plan was presented to SAC for review: 3-1-16
Deanna Horne	Leadership Team - 6th grade HP	2) Signature of Principal: Lethia K. Kerner
Leanne Strick	Leadership Team - 8th grade	3) Signature of SAC Chairperson: [Signature]
Amber Weems	Leadership Team - Counseling	4) Signatures of additional SAC members who reviewed the plan: Teresa Siller Martha Kerner Austelle Shanna O'Neira Elizabeth [Signature] Beverly [Signature]
Jennifer Wolf	Leadership Team - 6th grade	
Steph [Signature]	Leadership Team - 7th grade	
Steph [Signature]	Leadership Team - 7th grade AP	
William [Signature]	Leadership Team - 8th - 8th	
Steph [Signature]	Leadership Team - Enrichment	
Steph [Signature]	Leadership Team - SPED	

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **7960** School Name: **SKYVIEW MIDDLE SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Students with Disabilities:** For the past three years, TCAP and CMAS PARCC percentile ranking of our Students With Disabilities has been in the 1st percentile rank. Our IEP students are currently performing in the Level two band in Reading, Writing and Math and have shown little to no growth in this ranking.
- **Reading Plus Gains:** We continue to see that Reading Plus is an underutilized intervention tool as we have in the past 4 years of data collection. 67% of the students registered into Reading Plus have completed less than 40 SeeReaders since the beginning of school and 44% have gains of less than 0.5 years (1.0 is equivalent to one year of growth) or negative growth based on the Insight Assessment for BOY compared to MOY.
- **Math Achievement:** As noted in our 2014 1-year SPF, our total school Growth Percentile in Math was at the 41st percentile and needed to be in the 64th percentile. We have growth gaps in Math in all 4 subgroups (Minority, Students Needing to Catch Up, Students with Disabilities and English Learners). We have remained at the "Approaching" level for the last two years for both Minority and Students Needing to Catch Up. We have remained at the "Does Not Meet" level for Students with Disabilities. We dropped significantly from "Exceeds" to "Does Not Meet" for our English Learners. In the past three years our 6th and 7th grades have struggled to break the 60th percentile mark, holding true for the 2015 CMAS PARCC performance levels.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Math Achievement:** Our math department implemented a rigorous Common Core math program during the 2013-2014 school year, that has a strong emphasis on reading for information, problem solving through application, and higher level thinking skills. There has been a period of time where students struggle significantly with these more rigorous skills. We find that many students, who struggle with reading, are not prepared to immediately jump into the curriculum. We are in our third year of aligning our math curriculum with the CAS and CCSS and we need additional time to ensure that all lessons are completely aligned with these standards. There is confusion about accommodations as teachers may still not be sure about how to accommodate, when, and for whom to accommodate, and we are constantly working on how to effectively differentiate for our at-risk students while still providing rigorous grade level content. We also find that students coming into our school are coming with significant gaps in math skills. We spend the 6th grade year re-norming all 6th grade math students from multiple curriculums to one standards based curriculum.
- **Students with Disabilities:** We are struggling overall with the expectation and follow through with general differentiation in the classroom. Many students with IEPs have very low grades, struggle with grade level performance and have shown little growth compared to their non-IEP peers. We are lacking in research based, direct instruction intervention programs that directly address Reading, Writing and Math. We need to continue to seek strategies in the general education classrooms that promote growth for all students, but especially those at risk students. We find that they need more time than currently scheduled, time for gap filling intervention, ore practice time and more targeted intervention. We face the dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example; should a student always forgo Enrichment classes for intervention classes?). The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We have not adequately addressed this pacing issue.
- **Reading Plus:** Reading Plus is a fluency and comprehension based program that relies heavily on consistent practice and effective motivational strategies. We have

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developed a strong reward program to help students feel positive about their gains and celebrate their growth as a reader. The problem is that the time that is currently set aside for the Reading intervention is shared in many cases with the time for homework completion, and IEP progress monitoring. We do not have students engaged with Reading Plus nearly enough and it is showing in many areas. Only those students who are motivated enough to do it at home and on their own free time, seem to be putting in the amount of contact hours that it takes. We need to find a balance or a completely new setting to apply Reading Plus and dedicate to the appropriate practice due to the program.

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Major Improvement Strategy #1:** Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELF/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners.
- **Major Improvement Strategy #2:** Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.
- **Major Improvement Strategy #3:** In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational Framework and other positive culture building programs.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

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### Additional Information about the School

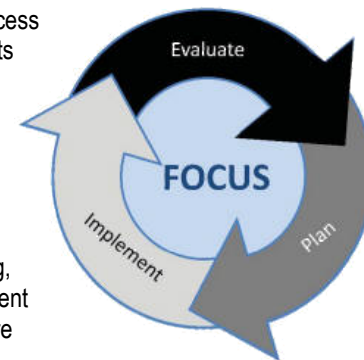
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	This school has not received any grants connected to school improvement efforts.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	This School will not and has not participated in an SST or Expedited Review.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	This school has not partnered with an external evaluator.

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### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** Skyview Middle School has been open for 16 years and at the end of the '14-'15 school year housed a population of 1135 students in 6th, 7th and 8th grade. Our current population has remained a steady, 1135 students with periodic fluctuations of as many as 25 students. This year has experienced two large bubbles of students in both the 8th grade and the 6th grade, each class approaching or at approximately 400 students.

Approximately 34.39% of our total population in 2014 is Free and Reduced Lunch students and this year we have remained steady at 34.63% classified as FRL status. Our ELD population is currently around 4% of our total population with large fluctuations in total percentage over the last 3 years (5.8% in 2013, 10% in 2014 and back down to 4% in 2015). Our ethnic make up consists of approximately 38% Minority students. Our Gifted Students comprise approximately 8% of our total student population (up from 4.4% in 2013 and 5.3% in 2014). About 11% of our population has an active IEP including 130 students. Over the years, we have been a consistently high performing school with a stable rate of performance. In 2014 we saw a tremendous increase in our Growth scores in several areas, including Reading by several subgroups and consistent growth at the 8th grade level in all three content areas. In 2015, our strengths on PARCC include 8th grade Algebra I, Gifted students, and 8th grade ELA.

To begin the 2015-2016 school year, our school data team consists of all four administrators, a team of teachers who function as the School Leadership Team representing teachers from all three grade levels, interventionists, Special Education, Enrichments and Counseling. Initial PARCC/CMAS data was presented to the entire staff in terms of Achievement and Growth for the entire population as well as individual subgroups. We presented celebrations as well as immediate concerns and presented a general preliminary plan to address our concerns. We have led the entire staff through data analysis using Alpine, requiring all teachers to create class groups to analyze the largest needs of the groups they teach by identifying individual low performing and low growth students that they have access to on a daily basis. Our Administrative Leadership team has also analyzed our data separately. Two years ago, we did some work together at the zone level to write common zone major improvement strategies that we will all incorporate into our individual school plans. We will continue to use those improvement strategies for this year, giving our intervention planning time to realize success. We have also spent time analyzing local data, specifically Beacon, SMI, SRI, Reading Plus, Insight, AIMS web, and other in house measures. Our plan was shared with our School Accountability Committee (SAC) in early March to verify the data and plan. This year’s effort to synthesize data has been conscientiously matched with a concerted effort to seek viable and effective

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solutions to our growth concerns while addressing the large volume of students underperforming on the state assessment. There will be some solution measures that we started last year that will continue through this next school year as we gather additional information on their effectiveness.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** 2014-2015 NA

2015-2016 NA

**Performance on Target:** 2014-2015 NA

2015-2016 NA

### Academic Growth

**Prior Year Target:** 2014-2015 NA

2015-2016 NA

**Performance on Target:** 2014-2015 NA

2015-2016 NA

### Academic Growth Gaps

**Prior Year Target:** 2014-2015: Skyview students will increase the school Percentile in Math to the 62nd Percentile.

2015-2016: Skyview students will increase the school Percentile in Math to the 68th Percentile.

**Performance on Target:** 2015-2016: Skyview students did not meet the Target set for 68th Percentile in PARCC Math. We are at the 55th Percentile in PARCC Math.

### Academic Growth Gaps Reflection

As we transition from the TCAP to the PARCC Math, we did not perform at our targeted Percentile Rank, but have seen an increase in the overall rank for Math. We

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went from the 53rd Percentile in 2013 TCAP Math, dropped to the 45th Percentile in 2014 TCAP Math, and are now at the 55th Percentile on PARCC Math.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

##### Review of Current Performance

To begin the 2015-2016 School Year, our school data team consist of the four administrators, a team of teachers who function as the School Leadership Team representing teachers from all three grade levels, interventionists, Special Education, Enrichments and Counseling. Initial PARCC and CMAS scores were analyzed through this group, addressing overall performance, and trends over time when applicable. We used both the Executive Summary and the Instructional summary, comparing district and state performances, and considering the thirds and sub content areas. We also analyzed the disaggregated groups in all content areas to gain an understanding of how all of our students are performing. Our summary consists of bulleted statements that we noted as significant and help us to identify our trending data. 2015-2016 was the first year for our school to participate in the Beacon Assessment (as a replacement for Scantron) but we do not yet have any significant comparison data from that tool. So, in order to seek local data input, we have included an analysis of data directly related to our local SMI (Scholastic Math Inventory) and SRI (Scholastic Reading Inventory) assessment, Reading Intervention Class and Reading Plus data.

##### School Participation Rates

Over the past two years of TCAP, Skyview students have maintained a 99% participation rate for the state tests. This past year, our overall participation rate declined to 94.7% which is slightly below the 95% participation state goal. Our grade level break outs are 6th grade at approximately 96%, 7th grade at 94% and 8th grade at 93%. This decline may be due to the increase in community knowledge about the opt out process, the media surrounding state testing, and the hype around the issue within the community. We continue to increase our efforts to educate our community on the value of the state tests, while at the same time educate our community on the truth of the Common Core Standards. We have done this, and will continue to do this, through newsletter articles, personal phone calls with parents and a common language and understanding of the value of the assessments within our own building and amongst our staff.

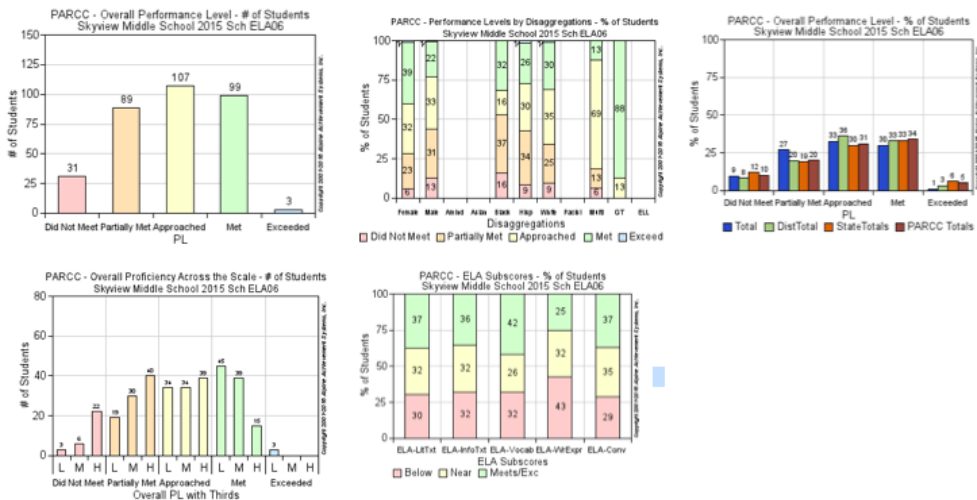
#### DATA NARRATIVE:

##### PARCC ELA

##### 6th Grade

- Similar scores to the state and district, but more Partially Met than both state or district
- Thirds: High cluster in the High thirds of Partially Met and Did Not Meet, and Low thirds of Exceeds categories
- Struggles still in writing
- Strength in vocabulary, conventions, inferencing and Literary Text (fiction)
- Disaggregated groups: females outscore males, strong showing in Gifted and Asian students

## 6<sup>th</sup> Grade ELA PARCC Data



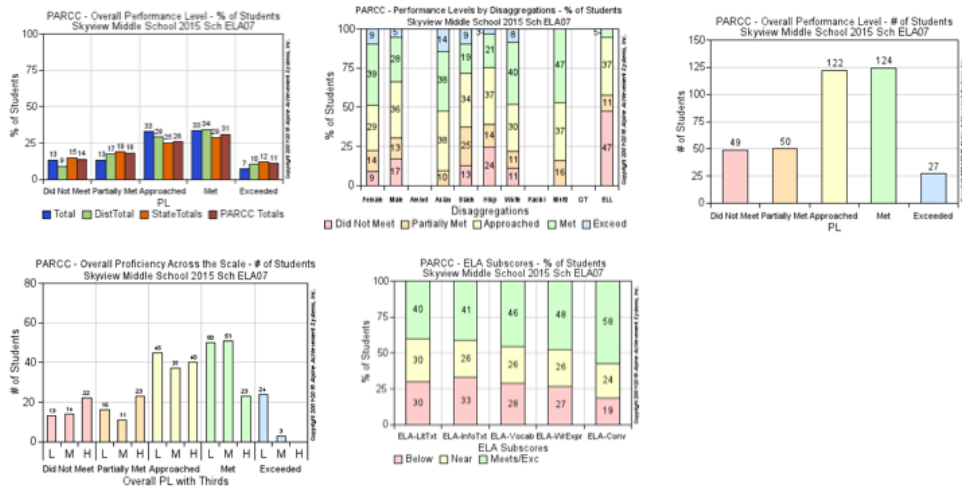
## 7<sup>th</sup> Grade

- Small percent more in Approaching than the state, and lower than state in Did Not Meet/Partially Met
- Strength in conventions and improvements noted in writing
- Overall more students Not Meeting the expectation than Meeting
- higher percent of kids on track than 6th grade
- Disaggregated groups: almost all categories have Exceeds kids and strong showing with Girls, GT and Asian students

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## 7<sup>th</sup> Grade ELA PARCC Data



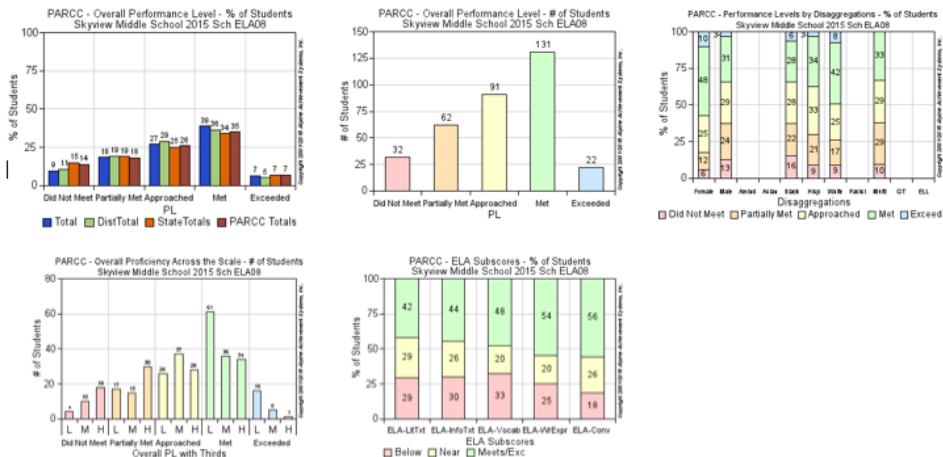
## 8<sup>th</sup> Grade

- Exceeds/Met higher than the district or state
- Part Met/Did Not Meet both show most students in the High thirds of both categories
- Strength is in written expressions, conventions, and vocabulary
- Disaggregated groups: strength in female (58% At/Above), Asian (60% At/Above)
- ELL 33% Partially Met of NEP students

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## 8<sup>th</sup> Grade ELA PARCC Data

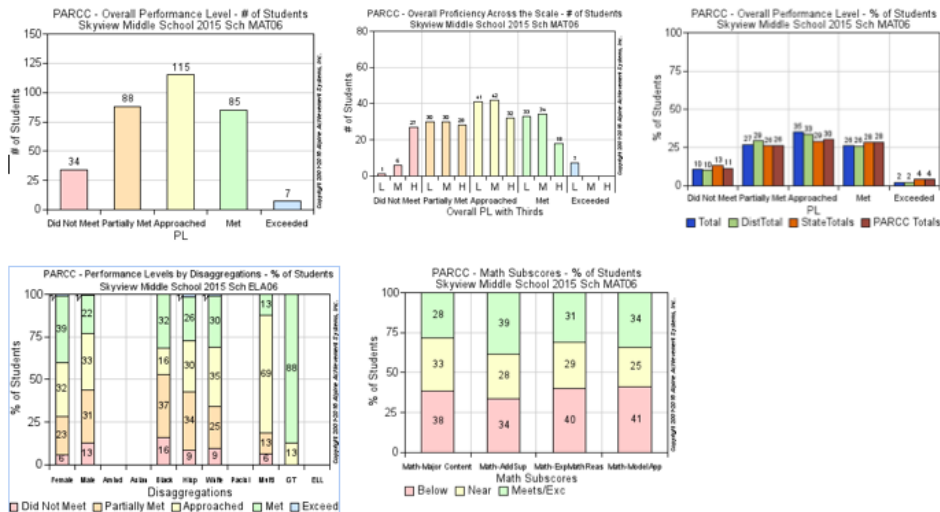


## PARCC Math

### 6th Grade

- Close to the state but below state on Met category
- More students Not on track (75%) than On track (25%)
- Thirds - highest cluster in the High thirds of Did Not Meet, equal clusters in Partially Met and Approaching which tells us that we have more kids to move further
- Strength in Add/Sup.
- Disaggregated groups: girls and boys close to each other and we have a strength in GT and Asian (100% Approaching/Met/Exceeds)

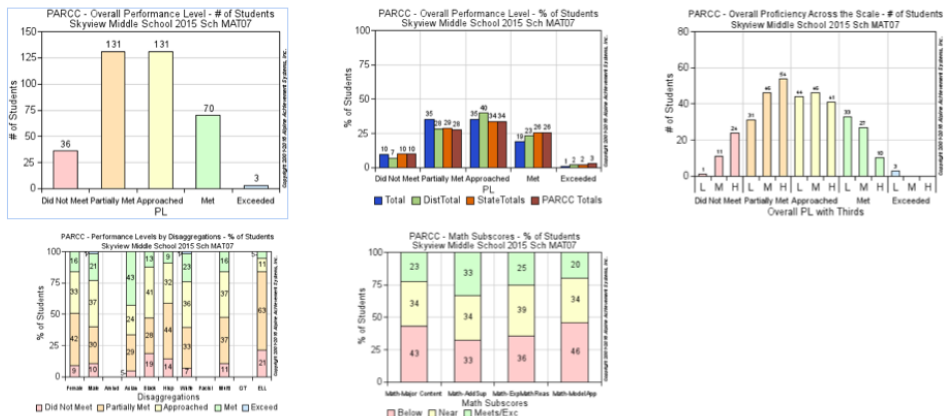
## 6<sup>th</sup> Grade Math PARCC Data



## 7<sup>th</sup> Grade

- When compared to State/ District, we have more Partially Met and less in the Met categories
- 20% on track, 80% not on track, We have very few students in the Exceeds category
- Strength in Add/Supp
- Disaggregated groups: Males outsourced Females, Strength in GT and Asian, and ELL at 5% Met

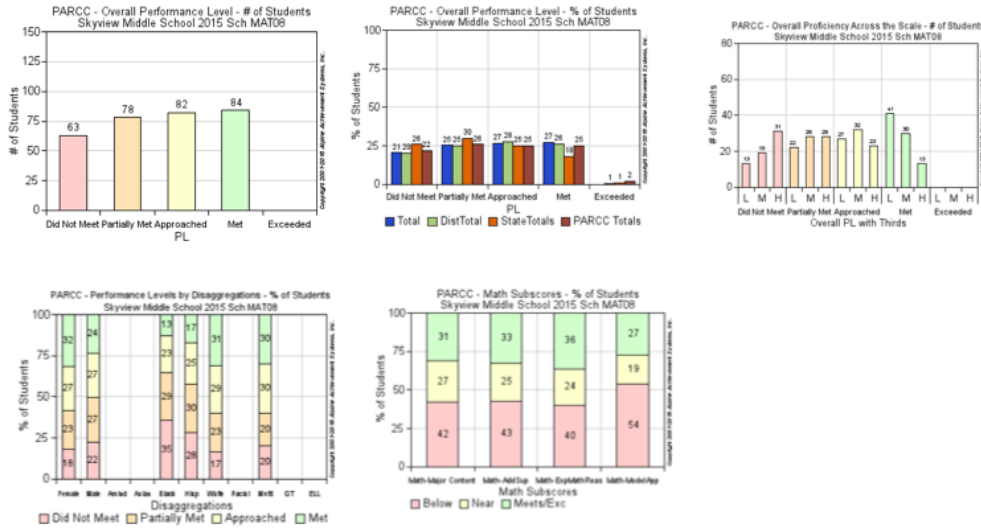
## 7th Grade Math PARCC Data



## 8th Grade

- Far above State and District in Met
- Our highest category is in Met and we have zero students performing at the Exceeds category
- Strength in Ex.Math Reasoning and weakness in Modeling Application
- Thirds; Did Not Meet/Partially Met have the largest cluster at the High thirds
- Disaggregated groups: strengths in GT (100%), Asian, Pacific Islander, Girls outscore Boys, and 9% of our students on an IEP are in the Met category

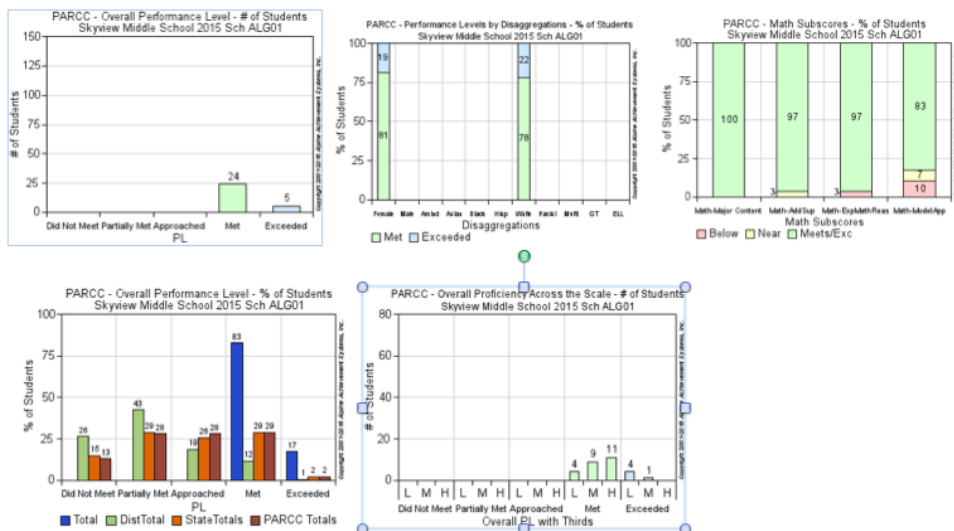
## 8<sup>th</sup> Grade Math PARCC Data



### Algebra

- 100% of our students are in Meets or Exceeds
- We have some students in Middle thirds of Exceeds and a majority in High thirds of Meets
- Girls outscore Boys

## Algebra 1 Math PARCC Data



### CMAS Science (8th grade)

- Overall, School, State and District - low performance
- We do have some Distinguished students
- We have the same percentages in 2014 and 2015
- Disaggregated groups: strengths in GT and Black
- Largest cluster of students in the Limited category fall in the High thirds
- content - about half of the standards are At/Above 50%

### CMAS Social Studies (7th grade)

- We do have some distinguished students
- We are on par with State and District results overall and results over the last 2 years has been steady
- Disaggregated groups: females outscored males, our strengths are in GT and Asian, ELL performance is close to their counterparts
- IEP #s are low
- Thirds: we have the largest cluster in the High thirds of the Limited category

### Other Local Assessments

#### SMI and SRI (Scholastic Math Inventory / Scholastic Reading Inventory)

Both the SMI and SRI are local assessments that we began using this year on a voluntary basis. Our teachers were looking for an alternative assessment to the Beacon that would  
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give quick placement and growth data. We had approximately 30% of our 6th grade teachers participate in the assessment while 100% of both the 7th and 8th grade teachers participated in the assessments. Both the SMI and SRI are self leveling assessments that assess student performance on the Common Core Standards while indicating the achievement level for each student. The following data points are general conclusions made off of the SMI/SRI data that we have from a Beginning of Year (BOY) assessment taken in August to a Middle of Year (MOY) taken in January.

## SMI

- From the BOY to the EOY, our overall average growth is 75 points for 6th through 8th grade combined. Individually, 6th grade average growth is a 70 point gain, 7th average growth is a 75 point gain and the 8th grade average growth is a 75 point gain.
- In 6th grade, only one teacher used the MOY assessments (30% participation). Of that one teacher 100% of classes for that teacher scored either in the Below Basic or Basic performance band.
- In 7th grade, 100% of the teachers participated and 82% of the classes scored either in the Basic or Below Basic performance band, 18% of the classes performed in the Proficient performance band.
- In 8th grade, 100% of the teachers participated and 92% of the classes averaged in the Basic or Below Basic performance band. That left 8% of the classes performing in the Proficient band.

## SRI

- From the BOY to the EOY, or overall average growth is 54 points for 6th through 8th grade combined. Individually, the 6th grade average growth is a 38 point gain, 7th grade average growth is a 61 point gain, and 8th grade average growth is a 65 point gain.
- In 6th grade, 100% of the teachers participated in the MOY assessment. Of those classes, 83% are performing in the Basic performance band, and 17% are performing in the Proficient band.
- In 7th grade, 100% of the teachers participated in the MOY assessment. Of those classes, 17% perform in the Below Basic performance band, 33% perform in the Basic band and 50% perform in the Proficient performance band.
- In 8th grade, 100% of the teachers participated in the MOY assessment. Of those classes 75% performed in the Basic performance band and 25% performed in the Proficient performance band.
- In general, from the BOY to the EOY, we have grown the number of students performing in both the Advanced and Proficient bands while decreasing the overall number of students performing in the Basic and Below Basic performance bands.

### Skyview Middle School (1147 total students)

Demographic	Students	Performance Standard
Advanced	273	24%
Proficeint	294	26%
Basic	357	31%
Below	223	19%

### Grade 6 (385 Students)

Demographic	Students	Performance Standard
Advanced	74	19%
Proficient	93	24%
Basic	138	36%

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Below	80	21%
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### Grade 7 (357 Students)

Demographic	Students	Performance Standard
Advanced	106	30%
Proficient	93	26%
Basic	99	28%
Below	59	17%

### Grade 8 (405 Students)

Demographic	Students	Performance Standard
Advanced	93	23%
Proficient	108	27%
Basic	120	30%
Below	84	21%

### Reading Plus Data

Reading Plus is a reading intervention program that we use to support growth in fluency and comprehension. We have IEP students, General Education students and ELD students all using the program. We have been using Reading Plus for the past 4 years in our school with mixed results. It is very clear that the more time a student attends to the program, the greater the gains. We are struggling with getting students on the program on a consistent basis due to competing demands, but we have enough data to indicate that it is a worthwhile intervention program that deserves additional time and attention. We give the **Insight** benchmark three times per year and the data points to follow are a result of the BOY and MOY.

### Insight Benchmark Assessment

- The average gain from BOY to MOY on the Insight Benchmark is a 1.1 year gain in one semester. This is on track to help students make more than one year gain in their Reading skills.
- 23% of the students using Reading Plus consistently have gains of 2.0 years or more. 10% of the same students had gains of 3.0 years or more.
- Between the BOY and MOY Insight Benchmark the percent of students At or Above Grade level has increased from 2% to 10%. The percent of students in the 1 year below Grade level has increased from 5% to 15%. The percent of students 2 years below grade level has decreased from 13% to 9%, and the number of students 5 years below grade level has decreased from 50% to 33% (that is a decrease of 17% in this most at risk category).
- The overall comprehension level has seen a gain of 0.8 years, or from 14% to 24% (gain of 10%)
- The overall vocabulary level has seen a gain of 0.7 years, or from 6% to 11% (gain of 5%)
- Finally, the overall reading rate has grown from 119.6 WPM to 131.8 WPM or a gain of 12.2 WPM (from 5% to 10%, gain of 5%)

### Reading Plus Overall Data

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- Out of 166 students active in Reading Plus, averaging 28 SeeReader lessons, there has been an average Reading rate gain of 38WPM. 18% of these students are at or close to grade level.

### Reading Intervention Class

We have a single Reading Interventionist at our school and her primary focus is on 6th grade reading. She teaches two classes for each semester in which she contacts approximately 50 students per semester for a total of 100 at risk readers per year. Her classes have both General Education students and Special Education students in them. They are separated into levels so that additional support and differentiation can be given to the lower level. Students are progress monitored weekly and when they can demonstrate grade level performance consistently, they are moved out and new students take their place at the quarter. The following assessments have been given in this program and data points noted below.

### SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Site words)

- Pre-test given
- 100% of our pre-test, scored at 90% or above on the SIPPS
- Means that they have strength in consonant vowel recognition, letter sound correspondence, single syllable words, blends, digraphs.
- 10% missing multisyllabic words, digraphs
- Breakdown is with the multisyllabic words - nugget is this area of work in both intervention and general education. 100% of students scored below 80% in decoding and encoding
- Also with comprehension strategies to self monitor comprehension

### DIBLS

- Strengths in vowel and consonant sounds
- 50%/50% - kids went up and stayed the same
- Need for a skill based instructional program that addresses fluency

### DOLCH

- All students passed the elementary site words

### Overall

- 4 students made it to grade level readers and were taken out of the intervention

## 4. 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.

### Academic Growth Gaps

- A steady decrease in 6th and 7th grade Math Achievement on CSAP/TCAP over the last 4 years. 6th grade Achievement in Math has decreased from 66% to 61% and again to 55% in the period from 2012-2014. 7th grade Achievement in Math has decreased from 57% to 55% and again to 54% in the period

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from 2012-2014. This is a notable trend because it is well below the state expectation.

- Our IEP students perform overwhelmingly below the overall student population in Math Achievement on CSAP/TCAP, and has for the last 3 years. IEP Achievement levels have been mostly the same in the past 3 years. This is a noticeable trend because IEP student Achievement is well below the state expectation and is in the 1st percentile rank.
- Our Gifted Students have performed over the 98th percentile in the past 3 years in Math Achievement on the CSAP/TCAP. In Math Growth, they are demonstrating relative similar growth as the Overall student population, remaining at the 44th percentile for the last two years. This is a significant trend as they are performing at or above the state expectation for performance
- 8th grade has shown steady Growth in CSAP/TCAP Math over the past three years and this Growth has been above the 50th percentile in all three years. 7th grade also experienced a Math Growth increase in percentile ranking from the 37th percentile to the 40th percentile. This is a notable trend because if the trend continues, we will be approaching the state performance expectation.
- When comparing our IEP student Growth in CSAP/TCAP Math, the Growth percentile has decreased over the last 3 years. This is significant because they are within 10 percentile points of their non-IEP peers, performing at the 33rd percentile for Math Growth in 2014. We have a similar story for ELL students and FRL students.
- Our Minority students consistently perform at or above their non-Minority peers in CSAP/TCAP Math Growth. This is significant because they outscore their non-Minority peers in the 42nd percentile in 2014 (non-Minority in the 41st percentile).

### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

### Priority Performance Challenge



### Root Cause

Students with Disabilities: For the past three years, TCAP and CMAS PARCC percentile ranking of our Students With Disabilities has been in the 1st percentile rank. Our IEP students are currently performing in the Level two band in Reading, Writing and Math and have shown little to no growth in this ranking.



Students with Disabilities: We are struggling overall with the expectation and follow through with general differentiation in the classroom. Many students with IEPs have very low grades, struggle with grade level performance and have shown little growth compared to their non-IEP peers. We are lacking in research based, direct instruction intervention programs that directly address Reading, Writing and Math. We need to

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continue to seek strategies in the general education classrooms that promote growth for all students, but especially those at risk students. We find that they need more time than currently scheduled, time for gap filling intervention, ore practice time and more targeted intervention. We face the dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example; should a student always forgo Enrichment classes for intervention classes?). The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We have not adequately addressed this pacing issue.

Reading Plus Gains: We continue to see that Reading Plus is an underutilized intervention tool as we have in the past 4 years of data collection. 67% of the students registered into Reading Plus have completed less than 40 SeeReaders since the beginning of school and 44% have gains of less than 0.5 years (1.0 is equivalent to one year of growth) or negative growth based on the Insight Assessment for BOY compared to MOY.

→ Reading Plus: Reading Plus is a fluency and comprehension based program that relies heavily on consistent practice and effective motivational strategies. We have developed a strong reward program to help students feel positive about their gains and celebrate their growth as a reader. The problem is that the time that is currently set aside for the Reading intervention is shared in many cases with the time for homework completion, and IEP progress monitoring. We do not have students engaged with Reading Plus nearly enough and it is showing in many areas. Only those students who are motivated enough to do it at home and on their own free time, seem to be putting in the amount of contact hours that it takes. We need to find a balance or a completely new setting to apply Reading Plus and dedicate to the appropriate practice due to the program.

Math Achievement: As noted in our 2014 1-year SPF, our total school Growth Percentile in Math was at the 41st percentile and needed to be in the 64th percentile. We have growth gaps in Math in all 4 subgroups (Minority, Students Needing to Catch Up, Students with Disabilities and English Learners). We have remained at the "Approaching" level for the last two years for both Minority and Students Needing to Catch Up. We have remained at the "Does Not Meet" level for Students with Disabilities. We dropped significantly from "Exceeds" to "Does Not Meet" for our English Learners. In the past three years our 6th and 7th grades have struggled to break the 60th percentile mark, holding true for the 2015 CMAS PARCC performance levels.

→ Math Achievement: Our math department implemented a rigorous Common Core math program during the 2013-2014 school year, that has a strong emphasis on reading for information, problem solving through application, and higher level thinking skills. There has been a period of time where students struggle significantly with these more rigorous skills. We find that many students, who struggle with reading, are not prepared to immediately jump into the curriculum. We are in our third year of aligning our math curriculum with the CAS and CCSS and we need additional time to ensure that all lessons are completely aligned with these standards. There is confusion about accommodations as teachers may still not be sure about how to accommodate, when, and for whom to accommodate, and we are constantly working on how to effectively differentiate for our at-risk students while still providing rigorous grade level content. We also find that students coming into our school are coming with significant gaps in math skills. We spend the 6th grade year re-norming all 6th grade math students from multiple curriculums to one standards based curriculum.

### Reflection on Priority Performance Challenges

We are having difficulty identifying classroom strategies at the Tier I level that are being consistently applied to support our IEP students. We are also struggling to effectively differentiate for these students while supporting their growth and achievement at grade level content. Our IEP students often form the highest percentage of at risk students when looking at grades and attendance at interventions (Saturday School and Homework Help). Our overall co-teaching model may not be as effective in support these students and we may need to consider some "double dose" courses, making an impact on middle school exploratory philosophy. Our IEP students have struggled for a long time with the volume of homework, the rigors of state testing, and overall school performance. We find that they need more time than currently scheduled, time for gap filling intervention, more practice time, and more targeted intervention. We face the dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example, should a student always forgo Enrichment classes for intervention classes?). The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We have not adequately addressed this pacing issue.

Reading Plus has been the intervention that we have chosen to use for IEP, ELD and At Risk General Education students who struggle with Reading. It is a fluency and comprehension based program focusing on a number of Anchor reading skills (Close reading, Main Idea and Themes, Interaction of Ideas, Use of Language, Structure, Point of View, Imaging, Reasoning and Comparative Reading). It is a research based intervention program that has been shown, with our own students, to have increased reading grade levels and Words Per Minute rates. We have seen students grow from 3-4 years below grade level to grade level readers in one to two years if they use the program with fidelity. This is where we struggle, because our current scheduling of Reading Plus is at odds with IEP progress monitoring time, homework time and other interventions in math. We are going to be faced with a decision to renew the Reading Plus licenses this coming year and we need to determine the most viable schedule that demands the rigorous application of this intervention.

Over the past three years, we have been able to conclude from our school data, that the longer a student remains in our school, the higher their performance level is in mathematics. We seem to be struggling to move our 6th and 7th graders great distances on state tests and have noted a consistent pattern of lack of basic computation skills. We receive students from four different elementary schools, each with its own curriculum and emphasis on math time. Our incoming students demonstrate a variety of gaps in the standards and we have struggled to close those gaps quickly. Our current curriculum has a challenging reading basis to it and many students struggle to interpret and apply the mathematics principals to situations calling for application. Our students are lacking in content vocabulary, computational fluency and confidence and overall determination to continue with a difficult problem. We need to find the solution to closing these gaps and building stronger students from their first year in our school.

## Reflection on Root Cause

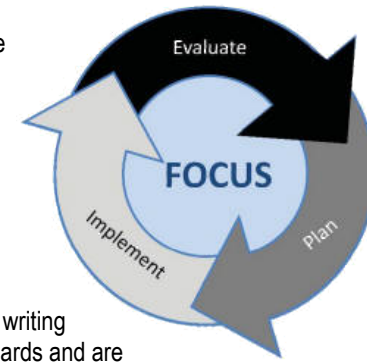
These Root Causes are a result of many, many conversations within our building over an extended period of time. We began this year with a data interpretation and root cause brainstorming with our Leadership Team. These people represent all the disciplines and grade levels in our school and they function as teacher leaders. Our work in this process is then taken out to the grade level and content teams for review and input. All of the feedback is gathered and condensed into concise root cause statements. In addition to our Leadership Team, we have involved our Special Education Department in similar dialogues about their service delivery and the model we are currently using to support the At Risk learner. The statements about scheduling, intervention time, co-teaching discussions, all come from several dialogues in which our teachers were asked to self reflect and analyze their effectiveness as a department and brainstorm about the potential to deliver services in a more efficient and effective manner. Finally, we have sought input into these root causes from our School Accountability Committee which analyzed the overall UIP plan and data, giving suggestions and feedback from their own experience as parents in our school. Again, these reflections have been added to the statements from above.

## 1. Summary/Conclusion

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Growth Gaps

Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Goals set based on 2014-2015 UIP, but will be revamped when 2016 Data analysis is complete from CMAS PARCC assessments:  Students with Disabilities will increase the median growth percentile (MGP) to at least 50.  FRL, Minority and Students needing to Catch Up will increase the median growth percentile (MGP) to at least 55.  ELL students will increase the median growth percentile (MGP) to at least 60.
	2016-2017	
Interim Measures		2014-2015 PARCC results - Analysis completed Jan. 2016 Beacon Assessment - BOY given August 2015, EOY given May 2016 SMI (Scholastic Math Inventory) - BOY given August 2015, MOY given Dec/Jan 2015-16, EOY given May 2016

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### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: Major Improvement Strategy #1

Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners.

#### Root Cause(s) Addressed:

Students with Disabilities

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Aug. 2014 - May. 2015

#### MIS #1 Action Step #1

##### Description:

Support Staff Development that drives student achievement and growth (Common Core training, Gifted and ELD training, Common Assessment training, Accommodations, etc.)

##### Implementation Benchmarks:

2014-2015 (Completed):

SIOP Training (15 Teachers, 2 Administrators)

Kagan Training (8 Teachers)

Rigor and Engagement - Gifted Training (1 Teacher, 1 Gifted Coach)

Scantron Training (30 new Teachers)

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Common Assessment Training (Administrators)  
 Gifted (SEAS) Training (8 Teachers, 1 Administrators)  
 College Prep Math Training (4 Teachers)  
 Differentiation Training (Whole staff)  
 MRL (Marzano Research Labs) Vocabulary Training (Whole Staff)  
 MRL Scales/Evaluation Training (Whole Staff)

2015-2016 (In Progress):  
 Imbedded Coaching Model with whole staff support through Instructional Coach  
 Imbedded Coaching Model with whole staff support through PLC collaboration with ELD Teacher/Coach  
 Jim Knight Coaching Training (October 2015)  
 Level 1 Certification from High Reliability Schools on teacher collaboration - PLC process  
 Radical Reading Implementation of Reading/Literacy strategies in the 6th grade

**Resources:**  
 Building based budget  
 Zone based budget  
 Administrative planning and oversight  
 District level Title grants

**Key Personnel:**  
 Building leadership (Principal, Assistant Principal)  
 Instructional Coach (TEAM coach)  
 ELD Teacher/Coach  
 Gifted Teacher/Coach  
 Reading Interventionist

**Status:**  
 In Progress

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Aug. 2014 - May. 2016

## MIS #1 Action Step #2

### Description:

Continue Standard/Curriculum Cycle work: Curriculum alignment to CAS and CCSS, calendaring Standards-based curriculum, vertical alignment of all content areas across grades 6-8, alignment of vocabulary, addition of pacing and Depth of Knowledge to curriculum documents.

### Implementation Benchmarks:

2014-2015 (Completed):

Train Leadership on Curriculum Cycle, Plan implementation

Curriculum Planning Cycle through content area PLC process

Curriculum Scope and Pacing - all content areas (Vertical alignment 6-8, vocabulary by unit, DOK and Pacing added

Health Curriculum mapped

2015-2016 (In Progress):

2nd round of Curriculum Cycle - analysis of viability of current curriculum documents through PLC process

Writing of unit based Performance Scales for all curricular units

Depth of Knowledge Training through PLC process

Alignment of Vocabulary to tiered priority process through PLC process

Beacon Assessment Training

Beacon Performance Task grading with norming and curriculum analysis

New Teacher Training in Performance Scales

Differentiation training embedded in PLC process

### Resources:

School based budget

Staff expertise at school, zone and district level

Administrative planning and oversight

District Title funds

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	<p><b>Key Personnel:</b> Administrators (Principal, Assistant Principal) Zone Curriculum and Instruction Director Instructional Coach</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #1 Action Step #3</b></p> <p><b>Description:</b> Support D49 Pathways requirements by implementing ICAP/College in Colorado (CIC) activities in 7th and 8th grade. Additional programs to support STEM/CTE initiatives (SeaPerch, student Leadership training, BEST Robotics, CTE Consumer Family Studies, CTE Engineering Path, iPad teams, Industry Speakers and field experiences)</p> <p><b>Implementation Benchmarks:</b> 2014-2015 (Completed): All 7th grade to complete CIC Learning Styles Inventory All 8th grade to complete CIC Career Inventory BEST Robotics Competition CTE Forensics Course implementation, Guest speaker series Flippin Teen Leadership Course implementation CTE Engineering field trip iPad survey to parents, students and teachers</p> <p>2015-2016 (In Progress): All 6th, 7th and 8th grade students to complete CIC requirements for orientation, Learning Styles, and Career Inventory BEST Robotics Competition CTE Consumer Family Studies Club implementation</p>

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	<p>Continuations of 49 Pathways course work (Engineering, CFS, Technology, Broadcasting, Leadership) Implementation of building-wide technology plan Teen Leadership Teacher training</p> <p><b>Resources:</b> CIC Learning Styles and Career Inventory Building technology Building based budget CTE based grants and budget Administrative planning and oversight</p> <p><b>Key Personnel:</b> Administration (Principal and Assistant Principal) CTE Teachers Counselors Teen Leadership Teacher</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #1 Action Step #4</b></p> <p><b>Description:</b> Maintain opportunities for additional student support (Homework Help, Math Intervention, Peer Tutoring, Co-Teaching, Reading Intervention, Saturday School, etc.)</p> <p><b>Implementation Benchmarks:</b> 2014-2015 (Completed): Increase the use of Mobymax to all Math and LA classrooms Increase the use of Reading Plus to include General Ed. Students in 6th - 8th grade iPad students</p>

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Target failing student to attend Homework Help and Saturday School  
 Use of student teacher and university volunteers to provide direct small group assistance at Sat. School  
 Study Hall Class for 7th and 8th grade  
 Take Flight Tier III Intervention

2015-2016 (In Progress):  
 Increase the use of Reading Plus to include General Education students in 6th - 8th grade iPad students  
 Target failing students to attend Homework help and Saturday School  
 Use of student teacher and University volunteers to provide direct small group assistance after school and at Sat. School  
 Re-instate Reading Interventionist to target 6th grade  
 Implement Radical Readers; Literacy program through all 6th grade REACH classes  
 Implement use of Gen. Ed. Teacher aide to tutor students and support homework completion  
 Increase Saturday school to include longer sessions to support special education students only

**Resources:**  
 Building Based budget  
 Zone Based budget  
 Administrative Oversight and Planning

**Key Personnel:**  
 Administrators (Principal and Assistant Principal)  
 Homework Help and Saturday School staff  
 Building General Education Para  
 Reading Plus Teachers  
 Study Hall Teachers  
 UCCS tutors and student teachers  
 Reading Interventionist  
 6th grade REACH teachers  
 Special Education Teachers

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	<p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #1 Action Step #5</b></p> <p><b>Description:</b> Utilize the RTI process to analyze data and drive instructional practices (data from Scantron/Beacon/SMI/SRI, At-A-Glance reports, D/F lists) through effective instructional strategies, increased parent notification and involvement and curriculum driven by Individual Student Plans (504, IEP, ELP, ALP).</p> <p><b>Implementation Benchmarks:</b> 2014-2015 (Completed): Regular use of Alpine during RTI meeting times RTI notes taken at all RTI meetings and shared with common teachers, administrators and counselors. Make use of At-Risk report to identify needs and evaluate progress.</p> <p>2015-2016 (In Progress): Regular use of Alpine during RTI meeting times RTI notes taken at all RTI meetings and shared with common teachers, administrators and counselors. Train staff in Google Drive for the sharing of meetings. Make use of At-Risk report to identify needs and evaluate progress. Make use of the High Reliability Schools Level 1 template for school improvement in PLC collaboration and function Implementation of appropriate Professional Learning Communities practices into RTI meetings.</p> <p><b>Resources:</b> Administrative planning and oversight Building based budget</p> <p><b>Key Personnel:</b></p>

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	<p>Administration (Principal and Assistant Principal)</p> <p>Counselors</p> <p>Intervention Teachers</p> <p>Technology Teacher/Coach</p> <p>Building para</p> <p><b>Status:</b></p> <p>In Progress</p>
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**Major Improvement Strategy: Major Improvement Strategy #2**

Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.

**Root Cause(s) Addressed:**

Math Achievement

Students with Disabilities

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**MIS #2 Action Step #1**

**Description:**

Utilize Instructional TEAM Coach to support new teachers in implementing the Evaluation tool (especially elements #1 and #6).

**Implementation Benchmarks:**

2014-2015 (Completed):

All new teachers will earn a performance level of "Developing" by May 2015

Instructional coach will support all teachers through dialogue, planning sessions, observations, video reflections, etc.

2015-2016 (In Progress):

All new teachers will earn a performance level of "Developing" by May 2016

Instructional coach will support through planning sessions, video observations, instruction growth plans, goal setting and modeling, among other coaching strategies.

Instructional Coach will offer two sessions of Instructional Rounds to encourage peer observation and reflection of instructional practices.

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	<p><b>Resources:</b> Building based budget Zone based budget Administrative planning and oversight</p> <p><b>Key Personnel:</b> Instructional coach Lead mentors and building mentors Administration (Principal and Assistant Principal) New teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #2 Action Step #2</b></p> <p><b>Description:</b> Utilize Instructional TEAM Coach, Administration and Specialists to deliver Instructional Strategies to staff through embedded PD (ex: differentiation, student feedback, flexible grouping, vocabulary development, higher level thinking strategies).</p> <p><b>Implementation Benchmarks:</b> 2014-2015 (Completed): Regular presentation of strategies through PLC meetings TEAM coach and Administration facilitate building wide PD to deliver mini-trainings on strategies Instructional Rounds course offered to all teachers</p> <p>2015-2016 (In Progress): Regular presentation of strategies through PLC meetings</p>

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	<p>TEAM coach and Administration facilitate building wide PD to deliver mini-trainings on strategies</p> <p>Instructional Rounds course offered to all teachers two times per year</p> <p>ELD coach will meet regularly with teams to embed best practice instructional practices to address ELD students in the classroom</p> <p><b>Resources:</b></p> <p>Building based budget</p> <p>Zone based budget</p> <p>Administrative oversight and planning</p> <p>System to incentivize Professional Development participation</p> <p><b>Key Personnel:</b></p> <p>Instructional Coach</p> <p>Administration (Principal and Assistant Principal)</p> <p>ELD Coach/teacher</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Aug. 2014 - May. 2015</p>	<p><b>MIS #2 Action Step #3</b></p> <p><b>Description:</b></p> <p>Support Staff Development to increase capacity for Instructional Best Practice based on Marzano strategies</p> <p><b>Implementation Benchmarks:</b></p> <p>2014-2015 (Completed):</p> <p>Attendance sheets (ERO)</p> <p>Work samples</p> <p>Evaluation Tool documentation from: On-line Studies (iAcademy), Independent Study, Vocabulary Study, Instructional Rounds PLC</p>

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Peer Observation system  
 Teacher Growth Plans  
 Teacher Feedback (through Observations)  
 Emphasis on Target Elements #6, #1, SLO

2015-2016 (In Progress):  
 Evaluation Tool documentation from: Instructional Rounds PLC, Arts and Sciences book studies  
 Peer Observation system  
 Teacher Growth Plans  
 Teacher Feedback (through Observations)  
 Emphasis on Target Elements #6, #1, SLO

**Resources:**  
 Zone FTE support of Coach  
 School-Based Budget  
 Zone-Based Budget  
 Administrative oversight and planning

**Key Personnel:**  
 TEAM Coach  
 Administration  
 Teachers  
 Zone Leadership

**Status:**  
 Complete

**Major Improvement Strategy:** Major Improvement Strategy #3

In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational Framework and other positive culture building programs.

**Root Cause(s) Addressed:**

Reading Plus

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

Aug. 2014 - May. 2016

**MIS #3 Action Step #1**

**Description:**

Maintain Capturing Kids Hearts program with dedication to class Contracts, Greetings, and 4-Questions. Train support staff and untrained teachers.

**Implementation Benchmarks:**

2014-2015 (Completed):

All Staff members trained by May of 2015

Evaluation Tool documentation based on several Elements from Domain 1 and 4.

EXCELL model used at all staff meetings, Leadership meetings, PLC meetings

Provide consistent time slot for staff members to share out during staff meetings.

Participation of pivotal teacher leaders and administrators through the Process Champions

2015-2016 (In Progress):

All new staff members trained by May of 2016

Evaluation Tool documentation based on several Elements from Domain 1 and 4.

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	<p>EXCELL model used at all staff meetings, Leadership meetings, PLC meetings          Provide consistent time slot for Leadership team to share concerns during Leadership meetings.          Commitment to High Reliability Schools - level 1 template for gaining staff input          Participation of pivotal teacher leaders and administrators through Process Champions          Implementation of Teen Leadership class in 7th and 8th grade          Support and encourage Anti-bully committee activities that bring training and awareness to our community</p> <p><b>Resources:</b>          School-Based Budget          CKH support personnel          Zone-Based Budget</p> <p><b>Key Personnel:</b>          All Teachers          Administration          Zone Leadership</p> <p><b>Status:</b>          In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #3 Action Step #2</b></p> <p><b>Description:</b>          Health Committee (WSWCWC) collaboration with school to provide a healthy breakfast program and other activities that support student and staff general health as well being as indicated on our School Health Improvement Plan.</p> <p><b>Implementation Benchmarks:</b>          2014-2015 (Completed):          Notes from WSWCWC meetings          Student numbers from Breakfast</p>

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	<p>School Calendar of Activities</p> <p>2nd annual Health Fair completed by April, 2015</p> <p>Complete the 2014-2015 School Health Improvement Plan</p> <p>2015-2016 (In Progress):</p> <p>Notes from WSWCWC meetings</p> <p>Student numbers from Breakfast</p> <p>School Calendar of Activities</p> <p>3rd annual Health Fair completed by April, 2016</p> <p>Complete the 2015-2016 School Health Improvement Plan</p> <p>Participation in Fuel Up to Play 60 - club and member support</p> <p>Teacher Health week participation</p> <p><b>Resources:</b></p> <p>School-Based Budget</p> <p>Healthy Schools Grant</p> <p><b>Key Personnel:</b></p> <p>WSWCWC School Team</p> <p>Nutrition Services</p> <p>Administration</p> <p>Teachers</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #3 Action Step #3</b></p> <p><b>Description:</b></p> <p>Anti-Bullying Work Group to analyze student/parent surveys, create school policy, and lead Anti-Bully efforts.</p>

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Anti-Bullying/Character Based lessons delivered to 6th-8th grade.

**Implementation Benchmarks:**

2014-2015 (Completed):

Continuation of Anti-Bully Committee

Student/Parent Climate surveys

Anti-Bully Policy completed by May 2014

Counselor class presentations

Counselor conflict resolution

2015-2016 (In Progress):

Continuation of Anti-Bully Committee (student awareness, lessons, all school anti-bully activities)

Student/Parent Climate surveys

Anti-Bully Policy re-evaluated and updated by May 2016

Counselor class presentations

Discipline process to model Restorative Practices - Discipline data review, mediation practices

Minimum of 3 Anti-bully lessons/grade level completed by May 2016

**Resources:**

School-Based Budget

Community Resources

On-line Resources

**Key Personnel:**

Anti-bully Committee

All Teachers

Administration

SRO

Counselors

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	<p>Parents</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #3 Action Step #4</b></p> <p><b>Description:</b> Provide Professional Development on cultural awareness of Subgroups</p> <p><b>Implementation Benchmarks:</b>          2014-2015 (Completed):          Cultural Awareness Training through on-line studies, workshops and Staff Development speakers.          Participation of administration and teachers at the Educating Children of Color Conference</p> <p>2015-2016 (In Progress):          Provide training on Under-resourced learners, learners in poverty by May 2016 to all staff.          Cultural Awareness Training through on-line studies, workshops and Staff Development speakers.          Participation of administration and teachers at the Educating Children of Color Conference.          All grade levels to participate in a minimum of 3 Teaching Tolerance lessons, through Social Studies or REACH          DOJ feedback from November visit</p> <p><b>Resources:</b>          School-Based budget          Zone-Based budget          District Specialists Time</p> <p><b>Key Personnel:</b>          Administration          Teachers</p>

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	<p>District Cultural Capacity trainers</p> <p><b>Status:</b> In Progress</p>
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## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

School SPES

Accreditation Rating \_\_\_\_\_

[illegible]

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **8010** School Name: **SPRINGS RANCH ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Significant Reading Deficiency:** 9% of our students have been identified with a Significant Reading Deficiency
- **Math Adequate Growth:** Adequate growth was not made in academic growth gaps in mathematics, except for English Learners

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Professional Development:** The focus has not been specifically on primary literacy, math instruction, and increased rigor.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Professional Learning Communities:** Instructional teams will meet as a Professional Learning Community (PLC), focusing on data analysis and interventions.
- **Instructional Rigor:** Focus on a higher level of rigor during instruction across all subject areas.
- **Primary Literacy:** Increase focus on Primary Literacy to ensure students are reading grade level material throughout instruction and learning, and ensure that students with a Significant Reading Deficiency (SRD) are supported through instruction and interventions.
- **School Culture:** Build and strengthen a safe and positive culture through school, student, parent, family and community programs.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

School Code: **8010**

School Name: **SPRINGS RANCH ELEMENTARY SCHOOL**

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

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## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	N/A

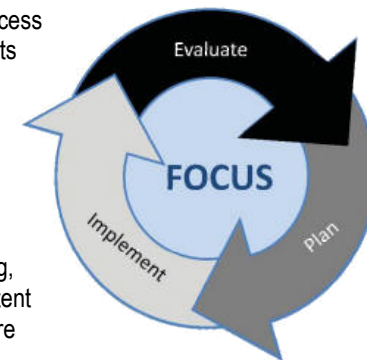
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External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A
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### Section III: Narrative 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### Description:

Springs Ranch Elementary School is a comprehensive neighborhood school, located in Falcon School District 49, in eastern El Paso County, in Colorado Springs. Springs Ranch Elementary strives to provide students with a strong foundation in academic skills, preparing students to be productive citizens in a global society.

Demographics for 2015-16 school year: White 57%, Hispanic 20%, Black 7%, Asian 4%, American Indian 1%, Other Pacific Islander 1%, Unidentified 1%, Mixed 13%, Military 23%, SpEd 14%, ELD 9%, Free and Reduced Lunch 27%.

A team consisting of staff members, leadership team members, School Accountability Committee and PTO members, and administrators continually analyze data sources related to academic performance trends. These data sources include prior data from School Performance Framework, TCAP results, Scantron results, DIBELS data, CMAS, PARCC and Beacon, and progress monitoring data used in classrooms. Based on this data, Priority Performance Challenges, Major Improvement Strategies and Action Steps, and Root Causes were identified for the 2015-16 school year.

Our teacher leadership team, grade level teams, and parent groups, including our School Accountability Committee and PTO, meet to review and give input regarding our assessment results and plans for improvement, as a part of the continuous improvement cycle.

Our previous plan type assignment was Performance, based on 2013-14 School Performance Framework. We will continue with our current improvement strategies.

#### 2. Prior Year Targets

Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.

#### Academic Achievement (Status)

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**Prior Year Target:**  
**Performance on Target:**  
**Prior Year Target:**  
**Performance on Target:**

#### Academic Growth

**Prior Year Target:**  
**Performance on Target:**  
**Prior Year Target:**  
**Performance on Target:**

#### Academic Growth Gaps

**Prior Year Target:**  
**Performance on Target:**

**Prior Year Target:** The percentile ranking as compared to other schools in Colorado 2015 will increase by 5 percentile points to the 70th percentile or above in Reading.

The percentile ranking as compared to other schools in Colorado 2015 will increase by 7 percentile points to the 73rd percentile or above in Math.

The percentile ranking as compared to other schools in Colorado 2015 will increase by 7 percentile points to the 73rd percentile or above in Writing.

**Performance on Target:** This data is not available.

For Reading, in reviewing the Percentile Rank Report, our percentile rank increased from 47 in 2014 TCAP Reading, to 61 in 2015 PARCC English Language Arts (ELA).

For Math, in reviewing the Percentile Rank Report, our percentile rank increased from 57 in 2014 TCAP Math, to 74 in 2015 PARCC Math.

For Writing, in reviewing the Percentile Rank Report, our percentile rank slightly increased from 59 in 2014 TCAP Writing, to 61 in 2015 PARCC English Language Arts (ELA).

#### Postsecondary & Workforce Readiness

**Prior Year Target:**  
**Performance on Target:**

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### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

##### Review of current performance:

#### Data from DIBELS, CMAS, and PARCC - 2014-15

The three assessment measures that we analyzed for academic achievement and growth included DIBELS composite scores, Colorado Measures of Academic Success for Science and Social Studies, and PARCC (Partnership for Assessment of Readiness for College and Careers) for Mathematics and English Language Arts.

Our DIBELS data includes grade levels Kindergarten through 5<sup>th</sup> grade composite scores. Our 2014-15 overall achievements of students attaining the End of Year Benchmark were 87%. Overall growth during the 2014-2015 school year, showed a 12% increase from beginning to end of the year.

In comparing school year 2014-15 to 2013-14, we attained the same percentage of increased benchmark scores, showing a 12% increase two consecutive years in a row.

In reference to students who were performing "well below" benchmark in their DIBELS composite scores, school year 2014-15 shows a decrease in percentage from 16% of students to 8% of students performing in the "well below" benchmark category. We decreased our group by moving 50% of this student group out of the "well below" benchmark category by the end of the 14-15 school year. In comparison to the previous school year, 2013-14, our "well below" percentage changed from 16% to 9% by end of year. We moved 44% of that population out of the "well below" benchmark category, to close their trajectory gap for grade level benchmark.

After receiving two consecutive years of CMAS Science and Social Studies results, our scores reflected growth in the both content tests. The spring of 2015 scores increased 24% from 12% of Strong and Distinguished categories from 2014 scores. The Science "strong and distinguished" results of spring 2015 were 37%, which is an increase from 34% in the spring of 2014. Both content areas assessed in CMAS scored above and/or equal to the district and state level averages.

The PARCC Performance Based and End of Year assessment results arrived at the school level in early December of 2015. Our 3<sup>rd</sup> 4<sup>th</sup>, and 5<sup>th</sup> graders scored comparable to the district and state level averages in both content areas. According to the scaled cut scores, students who fell in the "met" or "exceed" categories scored in the 88<sup>th</sup> percentile and above.

In conclusion, the data at Springs Ranch Elementary shows positive progress in Dibels and CMAS. The baseline data for PARCC gives our instructional staff information regarding next steps and areas of strength for future instructional strategies.

#### Percentile Ranking 2014-15

For Reading, in reviewing the Percentile Rank Report, our percentile rank increased from 47 in 2014 TCAP Reading, to 61 in 2015 PARCC English Language Arts (ELA). For Math, in reviewing the Percentile Rank Report, our percentile rank increased from 57 in 2014 TCAP Math, to 74 in 2015 PARCC Math. For Writing, in reviewing the Percentile Rank Report, our percentile rank slightly increased from 59 in 2014 TCAP Writing, to 61 in 2015 PARCC English Language Arts (ELA).

We will continue to monitor our growth in these areas. Our teachers provide instruction based on Colorado State Standards, and are taught the expectations of the assessments throughout the school year. They practice on computers, using the technology that is used with the actual assessments, so that this is not a surprise, and so they can move throughout the assessment with ease within the actual technology. This way, they can focus on the content and their knowledge.

#### Participation Percent 2014-15

Our participation percent for all students was 94.5% in PARCC ELA. This showed a drop from the previous year with 2014 TCAP Reading and Writing, with a participation rate of 99.4% and 99.0% respectively. Reviewing rates by subgroups, we had several groups that did not make the participation percent in PARCC ELA.

However, the overall participation percent in math was met in all subgroups and in all grade levels, with an overall percent of 97.3% in PARCC Math. This showed a decrease from 2014 TCAP Math, with 99.4%.

We feel the decrease in participation was due to the change in the test, and the public and parents being made aware of the testing changes. We will address this by sending letters out again, explaining the PARCC tests, and will communicate one-on-one with parents who choose to opt their children out of the test.

#### **School Performance Framework (SPF) from 2013-14**

**Student Academic Achievement** - the past three years SPFs show that we "Meet" in Reading, Math, and Writing.

**Student Academic Growth** - We have made adequate growth in all subject areas over the past three years. Our rating in **Reading** is "Meets", and we made adequate growth. We showed an increase from 53 in 2013, to 56 in 2014. Academic growth in **Mathematics** remains at "Approaching", and we made adequate growth. We rose slightly from 41 to 42 in our median growth percentile from 2013 to 2014. This was an area of focus on our UIP last year. Rating for academic growth in **Writing** is "Meets", and we made adequate growth. This showed an increase from 53 in 2013, to 55 in 2014. Rating in **English Language Proficiency (ACCESS)** is "Approaching", with a median growth percentile of 42 in 2014, which was 56 in 2013, showing a decrease.

**Academic Growth Gaps – Reading** in 2014 overall, the rating is "Meets". Students with Disabilities were the only subgroup that did not make adequate growth, but increased with an MGP of 41, up from 38 in 2013, and is now "Approaching". Additionally, Students Needing to Catch Up, grew from 53 to 60, and now rates as "Exceeds". English Language Learners were "Exceeds" as well. **Math** in 2014 overall, the rating is "Approaching". All subgroups, with the exception of English Learners, did not make adequate growth. However, in 2014, the MGP increased in F/R, Students With Disabilities, ELLs, and Students Needing to Catch Up, from 2013. **Writing** in 2014 overall, the rating is "Meets". Students Needing to Catch Up, did not make adequate growth, but showed an MGP increase from 51 to 56. Students With Disabilities did now make adequate growth, showing a decrease from 40 to 35, the only area on the SPF that "Does Not Meet". English Language Learners achieved "Exceeds".

**Student Academic Achievement/TCAP trends from 2013-14 - Reading** achievement meets state expectations. 3<sup>rd</sup> grade scores dropped this year, showing a similar pattern over the past six years, in up, then down scores. 4<sup>th</sup> grade dropped from 77 to 65 this year, which is a concern. 5<sup>th</sup> grade rose from 80 to 86 this year. **Math** achievement meets state expectations. 3<sup>rd</sup> grade has remained stable over the past three years. 4<sup>th</sup> grade dropped from 81 to 68; another concern. 5<sup>th</sup> grade rose, showing a three-year increase, from 62 in 2012, to 74 in 2014. **Writing** achievement meets state expectations. 3<sup>rd</sup> grade has remained stable over three years. 4<sup>th</sup> grade dropped from 58 to 46; another concern. 5<sup>th</sup> showed an increase from 66 to 71. **Science** Achievement was not measured, due to change in assessment. **Advanced Students** – Our advanced students were above the state average in 3<sup>rd</sup> Writing and 3<sup>rd</sup> Math, and in 5<sup>th</sup> Writing.

**Priority Performance Challenges:** Based on data analysis and feedback from the Colorado Department of Education (School Performance Framework for Academic Achievement, Academic Growth and Academic Growth Gaps) from 2013-14, the identified Priority Performance Challenges for Springs Ranch Elementary were: (based on the 1 year SPF):

1. Adequate growth was not made in academic growth gaps in mathematics, except for English Learners
2. 12% of our students have been identified with a Significant Reading Deficiency

#### **4. 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.

#### **Academic Growth Gaps**

- Reading in 2014 overall, the rating is "Meets". Students with Disabilities were the only subgroup that did not make adequate growth, but increased with an MGP of 41, up from 38 in 2013, and is now "Approaching". Additionally, Students Needing to Catch Up, grew from 53 to 60, and now rates as "Exceeds", and English Learners rated as "Exceeds".
- Math in 2014 overall, the rating is "Approaching". All subgroups, with the exception of English Learners, did not make adequate growth. However, in 2014, the MGP increased in F/R, Students With Disabilities, ELLs, and Students Needing to Catch Up, from 2013.
- Writing in 2014 overall, the rating is "Meets". Students Needing to Catch Up, did not make adequate growth, but showed an MGP increase from 51 to 56.

Students With Disabilities did not make adequate growth, a decrease from 40 to 35, the only area on the SPF that “Does Not Meet”.

### Priority Performance Challenges and Root Cause Analysis

**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 school’s overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

#### Priority Performance Challenge



#### Root Cause

Significant Reading Deficiency: 9% of our students have been identified with a Significant Reading Deficiency



Professional Development: The focus has not been specifically on primary literacy, math instruction, and increased rigor.

Math Adequate Growth: Adequate growth was not made in academic growth gaps in mathematics, except for English Learners



Professional Development: The focus has not been specifically on primary literacy, math instruction, and increased rigor.

### Reflection on Priority Performance Challenges

Significant Reading Deficiency (SRD) has been selected for the district focus of Primary Literacy. We want to continue to focus on this and decrease the amount of students who are identified with an SRD. This year we have implemented the Sunday reading intervention system, and have focused more on literacy with changes

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in the Master Schedule, with a specific reading intervention time for all grade levels, K-5. We have also implemented tutoring outside of school hours for students who are on a READ Plan.

We continue to work on Math growth, and are in the 2nd year (1st; including baseline year of 2014-15). We want to ensure that **all** of our students are making growth in mathematics. Teachers will continue to receive professional development with Engage NY Math and Eureka Math, to gain better understanding of best instructional practices. We believe that each year will improve, as teachers will understand the curriculum better, and students will continue to become more familiar with the expectations and way of learning and thinking, as will our parents.

### Reflection on Root Cause

Our district is focusing on primary literacy. We have taken additional steps this year to provide more targeted intervention in all grade levels. The Master Schedule reflects a literacy intervention time for K-5. We are able to provide intervention using classroom teachers and support staff. Our grade levels meet weekly to talk about their students' growth and needs, and meet with administration monthly. At these Professional Learning Community meetings, we go through data for each classroom, and teachers are able to speak to each of their students. They reflect on the interventions they are receiving, the growth they've made, if they are or need to go to the Rtl process, how parent support is, and what the next steps are. We want to ensure that all of our students are proficient in literacy. This focus is connected with increased rigor; taking literacy to the next steps of integration of subject areas, reading and writing within the subject areas, becoming research experts, asking higher-level questions, and having deeper discussions. Our zone has provided professional development in these areas.

Math instruction has changed in the past two years. We began using a curriculum called Engage NY. This curriculum brings a new way of providing instruction and of learning. It is a higher-level of thinking and learning for both the students and the teachers. We have a committee at our school comprised of representatives from each grade level, and they meet to discuss needs, concerns, and celebrations. Our zone has provided professional development with Engage NY, and our zone instructional coach has provided support for teachers. We are seeing an improvement in math thinking and will continue to refine the way we teach. A parent night was held in the fall to support parents in their understanding. As in literacy, increased rigor goes along with this new curriculum, just in the way it is taught and how students respond.

## 1. Summary/Conclusion

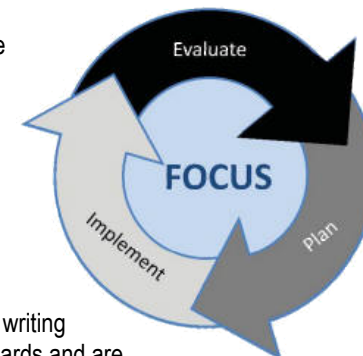
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## Section IV: Action Plan(s)

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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Significant Reading Deficiency
Annual Performance Targets	2015-2016	We will decrease the number of students scoring below benchmark as measured by DIBELS Next by 10%, from 19% to 9%.
	2016-2017	
Interim Measures		DIBELS Benchmark Assessment, BURST

Subject		R
Priority Performance Challenge		Significant Reading Deficiency
Annual Performance Targets	2015-2016	Increase school percentile ranking in ELA to the 71st percentile.
	2016-2017	
Interim Measures		Beacon Assessments, DIBELS, Progress Monitoring

Subject		M
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Priority Performance Challenge		Math Adequate Growth
Annual Performance Targets	2015-2016	Increase our mean scale score to 750.
	2016-2017	
Interim Measures		Beacon, Engage NY unit tests

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### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Professional Learning Communities

Instructional teams will meet as a Professional Learning Community (PLC), focusing on data analysis and interventions.

**Root Cause(s) Addressed:**

Professional Development

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

Action Steps	
Aug. 2015 - May. 2016	<p><b>Monthly PLCs</b></p> <p><b>Description:</b> Monthly grade level PLC meetings with Administrators</p> <p><b>Implementation Benchmarks:</b> Scheduling</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b></p>

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	<p>Grade level teams, support staff, administrators</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Early Release Calendar</b></p> <p><b>Description:</b> Bi-monthly Early Release Calendar to allow for more PLC and Professional Development time</p> <p><b>Implementation Benchmarks:</b> Calendar</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators, professional development personnel</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Progress Monitoring</b></p> <p><b>Description:</b> Monitor progress of students through data collection and analysis of Beacon, DIBELS, READ Plans, BURST, and Engage NY data, to determine areas of strength and weakness</p> <p><b>Implementation Benchmarks:</b> Progress monitoring, evaluation of growth</p>

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	<p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>PLC effectiveness</b></p> <p><b>Description:</b> Evaluate effectiveness of current PLC structures to ensure a focus on improving instruction to impact students achievement and growth, to include supporting leadership team in PLC practices for a better understanding of their role in leading their team.</p> <p><b>Implementation Benchmarks:</b> Progress monitoring and evaluation of growth</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators, leadership team</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Utilize all resources</b></p> <p><b>Description:</b></p>

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	<p>Utilize and include in PLC meetings - instructional coach, specialists, counselor, SOAR, ELL, Rtl team, and SpEd, to provide support and interventions based on students' needs</p> <p><b>Implementation Benchmarks:</b> Progress monitoring and evaluation of growth</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, instructional coach, support staff</p> <p><b>Status:</b> In Progress</p>
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**Major Improvement Strategy:** Instructional Rigor  
Focus on a higher level of rigor during instruction across all subject areas.

**Root Cause(s) Addressed:**  
Professional Development

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

### Action Steps

Aug. 2015 - May. 2016

#### Professional Development

##### Description:

Bi-monthly early release calendar to include professional development relative to rigor, differentiation, critical and higher order questioning, Kagan structures, modeling/chunking/scaffolding , checks for understanding/feedback, literacy, technology, and other areas as needed.

##### Implementation Benchmarks:

Calendar and scheduling

##### Resources:

Local funding

##### Key Personnel:

Grade level teams, support staff, administrators, professional development personnel

##### Status:

In Progress

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<p>Aug. 2015 - May. 2016</p>	<p><b>Standards</b></p> <p><b>Description:</b> Continue to utilize Colorado Academic Standards and Common Core State Standards</p> <p><b>Implementation Benchmarks:</b> Instruction and assessment</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Assessment preparation</b></p> <p><b>Description:</b> CMAS and PARCC preparation, including academic and technology preparation</p> <p><b>Implementation Benchmarks:</b> Scheduling, use of technology labs and carts, understanding of assessments</p> <p><b>Resources:</b> Local Funding</p> <p><b>Key Personnel:</b></p>

	<p>Grade level teams, support staff, administrators</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Observation feedback</b></p> <p><b>Description:</b> Regular classroom observations and feedback meetings with administrators and teachers</p> <p><b>Implementation Benchmarks:</b> Scheduling, use of Bloomboard</p> <p><b>Resources:</b> Local Funding</p> <p><b>Key Personnel:</b> Licensed teachers, administrators</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Instructional Coach Support</b></p> <p><b>Description:</b> Sand Creek Zone instructional coach support meeting with and observing teachers, to support achievement in math and higher instructional rigor.</p> <p><b>Implementation Benchmarks:</b> Scheduling, meetings, observations</p>

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**Resources:**

Local Funding

**Key Personnel:**

Grade level teams, support staff, administrators, instructional coach

**Status:**

In Progress

**Major Improvement Strategy:** Primary Literacy

Increase focus on Primary Literacy to ensure students are reading grade level material throughout instruction and learning, and ensure that students with a Significant Reading Deficiency (SRD) are supported through instruction and interventions.

**Root Cause(s) Addressed:**

Professional Development

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Parent Partnership**

**Description:**

Partnership and communication with parents, to include parent/teacher conferences, home resources

**Implementation Benchmarks:**

Back-to-School Night, communication via website, teacher pages, planners, phone calls, scheduled conferences

**Resources:**

Local Funding

**Key Personnel:**

Grade level teams, support staff, administrators, parents

**Status:**

In Progress

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<p>Aug. 2015 - May. 2016</p>	<p><b>Progress Monitoring</b></p> <p><b>Description:</b> Progress Monitoring in DIBELS, BURST, Sonday, Beacon, grade level unit and subject area tests</p> <p><b>Implementation Benchmarks:</b> Progress monitoring schedule</p> <p><b>Resources:</b> Local Funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Interventions</b></p> <p><b>Description:</b> Interventions, to include Sonday, BURST, small groups, support staff grouping, tutoring for READ Plan students</p> <p><b>Implementation Benchmarks:</b> Progress monitoring, data analysis, scheduling</p> <p><b>Resources:</b> Local Funding</p> <p><b>Key Personnel:</b></p>

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	<p>Grade level teams, support staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Identify student needs</b></p> <p><b>Description:</b> Identification of specific needs, through Response to Intervention (Rtl) process, data analysis, progress monitoring</p> <p><b>Implementation Benchmarks:</b> Progress monitoring, data analysis</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Professional Development</b></p> <p><b>Description:</b> Use of bi-monthly early release calendar, that includes professional development to better equip teachers in instruction that is relative to literacy and intervention</p> <p><b>Implementation Benchmarks:</b> Scheduled training and professional development</p>

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	<p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, administration, support staff, zone instructional coach</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Literacy integration</b></p> <p><b>Description:</b> Integration of reading and writing across subject areas</p> <p><b>Implementation Benchmarks:</b> Lesson planning</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Library and technology utilization</b></p> <p><b>Description:</b> Certified librarian and technology teacher - utilization of library and technology labs for instruction and support of literacy, to include collaboration with grade level teachers for projects, assessment preparation, that focus on literacy skills</p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p><b>Implementation Benchmarks:</b> Collaboration and lesson planning</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, librarian, technology teacher</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>READ Plans</b></p> <p><b>Description:</b> READ Plans implemented, utilized, and updated; communication with parents</p> <p><b>Implementation Benchmarks:</b> Creation of READ Plans, progress monitoring</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff</p> <p><b>Status:</b> In Progress</p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

<p>Aug. 2015 - May. 2016</p>	<p><b>Master schedule</b></p> <p><b>Description:</b> Master schedule for instruction and intervention, to include support staff</p> <p><b>Implementation Benchmarks:</b> Creation and use of schedule</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, administration</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Bookmobile</b></p> <p><b>Description:</b> Monthly bookmobile for ELL students, through Pikes Peak Library</p> <p><b>Implementation Benchmarks:</b> Community contact and scheduling</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b></p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p>Librarian, ELL team</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Literacy support</b></p> <p><b>Description:</b> Reading Counts tests in library, for reading motivation and awards and myON online reading program, for school and home support</p> <p><b>Implementation Benchmarks:</b> Training students, monitoring of progress, communication to parents</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Librarian, classroom teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Guided Reading</b></p> <p><b>Description:</b> Guided Reading expectations in all classrooms, to include lessons and classroom library</p> <p><b>Implementation Benchmarks:</b> Communication of expectations, training</p>

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

**Resources:**

Local funding

**Key Personnel:**

Grade level teams, administrators

**Status:**

In Progress

**Major Improvement Strategy:** School Culture

Build and strengthen a safe and positive culture through school, student, parent, family and community programs.

**Root Cause(s) Addressed:**

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

Action Steps	
Aug. 2015 - May. 2016	<p><b>School volunteers</b></p> <p><b>Description:</b> Continue Watch D.O.G.S. (Dads of Great Students) and school/classroom volunteer program</p> <p><b>Implementation Benchmarks:</b> Scheduled training evenings for dads, classroom volunteer/calendar scheduling, and volunteer fingerprinting</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators, counselor, human resources</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Capturing Kids Hearts and Positive Behavior School</b></p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p><b>Description:</b> Continuation of Capturing Kids Hearts, a program that focuses on culture and how we all treat each other, through staff training and classroom structures. Continuation of Positive Behavior School components to include Respect, Responsibility and Safety.</p> <p><b>Implementation Benchmarks:</b> Establishing key elements of programs with students and staff in classrooms and throughout school, committee meetings</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Counselor</b></p> <p><b>Description:</b> Continue with counseling program, to include classroom lessons, small group support, and individual support</p> <p><b>Implementation Benchmarks:</b> Scheduling with classroom teachers, small groups, individuals</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Counselor, grade level teams, administrators</p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Student Service</b></p> <p><b>Description:</b> BIONIC (Believe It Or Not I Care), (lunchroom, recess, and care support provided by older students), Bobcat Ambassadors (classroom student representatives), Community Service Projects</p> <p><b>Implementation Benchmarks:</b> Scheduling, selection of students in groups, training and meetings for students</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Counselor, grade level teams</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Family Events</b></p> <p><b>Description:</b> Welcoming families into school through events, to include Dads and Donuts, Moms and Minions, Volunteer Breakfast, PTO events, award assemblies, parent/ teacher conferences, Math Nights, Skate City Nights, Healthy School Events, Kid Power</p> <p><b>Implementation Benchmarks:</b> Scheduling and communication of events</p>

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> PTO, grade level teams, administrators, support staff</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - May. 2016	<p><b>Communication</b></p> <p><b>Description:</b> Provide communication to families through classroom newsletters, Thursday folders (take home), Springs Ranch website and calendar, district website, marquee, Springs Ranch and library Facebook pages, automated email, automated phone message and Parent Portal</p> <p><b>Implementation Benchmarks:</b> Modes of communication set in place and updated often</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> PTO, grade level teams, administrators, support staff, office staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Parent and community organizations and partnerships</b></p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

**Description:**

Welcome parents to join and participate in Parent Teacher Organization, Sand Creek Zone Partners, School Accountability Committee and District Accountability Committee. Build community partnerships with organizations such as Sam's, Axa Retirement, Grand Canyon University, Dions, Smashburger, Cinemark, after-school classes, basketball, Lee's Tees, Hot on Yoga, and Samsung.

**Implementation Benchmarks:**

Communication and scheduling of meetings and events

**Resources:**

Local funding

**Key Personnel:**

Administration, parents, community members, staff members

**Status:**

In Progress

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

## Accreditation Rating Performance

[illegible]

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **2877** School Name: **SPRINGS STUDIO FOR ACADEMIC EXCELLENCE**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **3rd Grade Reading Scores:** Our third grade reading scores were well below state and district averages
- **Math Scores still at approaching:** Our math scores are still at the "approaching" level. Math scores have not increased at the desired percentage rate. At the middle and high school level our math interventions were not implemented early enough in the academic year to reap appropriate growth.
- **Writing Deficiencies at Elem:** Writing deficiencies at the elementary level were not identified and addressed early enough. At the middle school level there was a change in curriculum that significantly changed the writing instruction for those students.
- **DOK 3 and 4 Rigor:** Students were not able to answer DOK 2 and 3 level math questions on TCAP
- **Evaluate Writing Samples across school:** Writing deficiencies were not specifically and strategically addressed during weekly PLC meetings for middle school students.
- **ACT Composite Scores below state average:** SSAE students consistently come to our school with learning gaps that are reflected on the ACT test scores.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Early Identification of Growth Gaps:** Teachers did not have access to student data necessary to address academic gaps and adequately prepare to transition students from high school required skills to college readiness skills.
- **Lack of Rigor in instructional practice- DOK 3 and 4 Instruction:** Teachers are not consistently using high yield instructional strategies at the DOK 3 and 4 level; resulting in reduced rigorous academic expectations to complete DOK 2 and 3 questions at grades 3rd-10th, resulting in lower student achievement, especially at the advanced level. This was determined by the startling amount of DOK 2 and 3 questions missed across grade levels and content areas on both TCAP and CMAS testing.
- **Small Sample Size:** Numbers are skewed due to small statistically insignificant sample sizes

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **MTSS Interventions must be aligned to standards to ensure fidelity:** Refine MTSS the Response to Intervention process for focused intentional data driven decision-making with stricter alignment to standards.
- **Implementation of Project-Based Learning model emphasizing higher order thinking:** Implementation of Project-Based Learning model emphasizing the application of higher level thinking skills and high return instructional practices.
- **Development and maintenance of personalized post secondary plans for all 6-12:** Support students in the development and maintenance of personalized post

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School Name: **SPRINGS STUDIO FOR ACADEMIC EXCELLENCE**

secondary plans for grades 6-12 to foster post-secondary and workforce readiness, while increasing their eligibility and participation in D49 Pathways programs. Ensure all students are college and/or workforce ready by implementing individualized pathways for students

- **3rd Grade Reading Proficiency:** Success in reading is essential for continued growth in all other content areas. For this reason we aim for all students to be proficient in reading by third grade so they can read to learn rather than be learning to read. FVA will provide an intentional focus on primary literacy instruction to increase reading proficiency by 3rd grade.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	David Knoche, Principal
Email	dknoche@d49.org
Phone	(719) 494-8940
Mailing Address	6113 Constitution Ave Colorado Spgs, Colorado 80915-4397

## Additional Information about the School

### Comprehensive Review and Selected Grant History

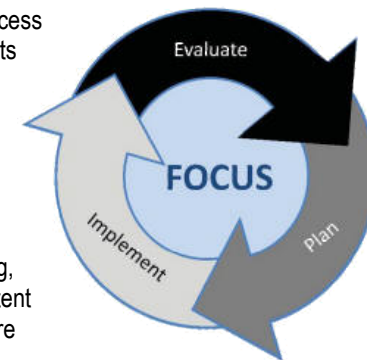
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### Description:

Springs Studio for Academic Excellence (formerly Falcon Virtual Academy) is in its sixth year of existence. SSAE (formerly FVA) utilizes a blended-model program that includes project-based learning opportunities, face-to-face teacher contact, in-person tutoring sessions and social interaction with peers. The data in this report was analyzed by the teaching staff and reviewed by the School Accountability Committee (SAC). This is designed to be a working document to guide the future direction of the school

#### 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

#### Academic Achievement (Status)

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

**Prior Year Target:** Reading – Reduce the number of students scoring red and yellow on DIBELs by 50 %

**Performance on Target:** We achieved this goal related to students who have had more than two years of continuous enrollment

**Prior Year Target:** Math MS- The goal is to decrease the number of students scoring below proficient on SMI math and Scantron math tests by 50% comparing BOY to EOY results.

**Performance on Target:** Due to changes in state testing we have discontinued SMI testing and moved to ACT Aspire

**Prior Year Target:** Writing K-5- Move elementary school ranking from the 36th percentile to the 43rd percentile

**Performance on Target:** This data is not available, however we have had a decrease according to our percentile rank report.

**Prior Year Target:** Writing MS- Move middle school from 43rd percentile to 49th percentile

**Performance on Target:** This data is not available, however we have had an increase in percentile rank according to our percentile rank report.

### Academic Growth

**Prior Year Target:** Math K-5- Move from 37th percentile to 44th percentile

**Performance on Target:** This data is not available, however we have had a decrease in percentile rank according to our percentile rank report.

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:** Math MS- Move from 35th percentile to 41st percentile

**Performance on Target:** This data is not available, however we have had a slight decrease in percentile rank according to our percentile rank report.

**Prior Year Target:** Math HS- Move from 38th percentile to 46th percentile

**Performance on Target:** This data is not available, however we have had an increase in percentile rank according to our percentile rank report.

**Prior Year Target:** Writing: MS- Move from 46th percentile to 52nd percentile

**Performance on Target:** This data is not available, however we have had an increase in percentile rank according to our percentile rank report.

### Postsecondary & Workforce Readiness

**Prior Year Target:** 92% graduation rate

**Performance on Target:** We have achieved this target!

**Prior Year Target:** Composite score of 22 on ACT

**Performance on Target:** We did not achieve this and will continue to work toward this goal with the addition of ACT Aspire interim and summative assessments.

**Prior Year Target:** Additional 2% reduction in drop out rate

**Performance on Target:** We have achieved this target!

**Prior Year Target:** From the graduating class of 2014, approximately 60% of graduates went directly onto post secondary institutions

**Performance on Target:** We achieved our goal with 78% of our students going directly to postsecondary institutions.

2 year school 35%; 4 year school-37%; vocational-6%

#### **Academic Achievement Reflection**

DIBELS is the only solid piece of data we have due to changes with the state level assessment model.

#### **Academic Growth Reflection**

All of our Academic Growth target data is based on 13-14 TCAP data. With the change to CMAS/PARCC testing, we will use that data to determine new growth targets.

#### **Postsecondary Workforce Readiness Reflection**

We have made significant progress toward graduation requirements and will continue to focus on systems needed to achieve the increase in ACT and postsecondary enrollments

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

At Springs Studio for Academic Excellence (SSAE) the analysis of all data needs to be broken into three components: elementary, middle and high school. At the elementary level, we used previous years TCAP (3-5), DIBELS Next (K-5), PARCC (3-5), CMAS (4-5) ACT Aspire and K-12 curriculum progress monitoring data to provide information on each of the students. For student in grades 6-12, SSAE uses previous years TCAP (6-10), CMAS (7-8), PARCC (6-11), ACT Aspire (3-10), class grades (6-12), transcripts and FuelEd progress monitoring tools for student evaluation. The 2013-14 one-year executive summary report showed that SSAE elementary level is approaching in math and writing and meets in reading. At the middle school level SSAE was approaching in math and writing and met in reading. At the high school level SSAE met in reading and writing and was approaching in math. 2014 CMAS results indicated Springs Studio for Academic Excellence students were at or just below state levels in Science and Social Studies at 4,5,7 and 8th grades. While we would like to see these scores higher, this was the first year of implementation and now we can use the results to help us better target particular deficits. 2015 CMAS data indicated we fell below both the district and state for Science and Social Studies. For 15-16 we will utilize PARCC growth percentile once it is released to compare previous and current performance.

#### 2015 PARCC ELA/MATH DATA

**3-5:** The Met/Exceeds (M/E) data reveals that SSAE outperforms the state (S) and consortium (C) in ELA but scored below D49 (D) averages. Students in grades 4-5 fell below S, C and D in ELA. For the math PARCC test, all 3-5 grades fell below S, C, and D. Early Literacy has been and remains a priority improvement challenge for the upcoming years and based on current data, we need to look at ways to improve our math scores.

**6-8:** SSAE 6th and 7th graders outperformed S, C and D in ELA and 6th graders outperformed all others in math, while 7th grade fell below all in math. 8th grade fell below all in ELA and fell below D & C in math but tied the state average.

**9-11:** In grades 9-11, SSAE outperformed the district and state at all three levels in ELA; however, we fell below in 9th grade at the consortium level. For Algebra 1 and Algebra 2 we were below S, C and D in both courses; however, we outperformed the district in Geometry but fell short of meeting the average of S & C.

**CMAS 4 & 7 Social Studies:** At 4th grade, 20% scored limited, 68% moderate while 0% were strong and 4% were distinguished for 2014.

For 2015 4th graders 67% limited, 19% moderate, 5% strong and 0% distinguished.  
At 7th grade, 41% scored limited, 46% moderate and 5 % strong and 5% distinguished for 2014.  
For 2015 7th graders were 30% limited, 55% moderate, 9% strong and 0% distinguished.

**CMAS 5 & 8 Science:**

In 2014, SSAE 5th graders scored 23% limited, 37% moderate, 37% strong and 0% distinguished.  
For 2015, 14% limited, 57% moderate, 14% strong and 4% distinguished.

In 2014, 8th grade, 36% scored limited, 38% scored moderate and 16% scored strong and 0% distinguished.  
For 2015, 47% limited, 31% moderate, 19% and 0% distinguished.

As a whole, we need to decrease the number of students scoring in the limited and moderate level and increase the number of students scoring strong and distinguished in Social Studies and Science.

**2015 DIBELS Testing**

SSAE DIBELS tests all K-5 students. Data from 14/15 EOY through MOY 15/16 is below:

	EOY 2015	BOY 2015	MOY 2015
Green	69%	61%	70%
Yellow	21%	15%	10%

With the implementation of Burst and increased accountability for Barton students, we are seeing our % of red and yellow students decrease. Our goal is to reduce our red composite students to less than 15% by EOY 15/16.

#### 4. 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.

#### Academic Achievement (Status)

- Elem– Status is Meets in Reading and Approaching in Math and Writing. We need to increase reading proficient averages in the third grade. The other grades should increase by at least 2% each school year. We need to increase math and writing proficient percentages by 2% and 4% respectively.
- MS – Status is Meets in Reading and Approaching in Math and Writing. We need to increase reading by 2% while math and writing need to increase by 14% and 8% respectively.
- HS – Status is Meets in Reading and Writing and Approaching in Math. A 2% increase in reading and writing will keep FVA growing. An 8% increase is needed in math.

#### Academic Growth

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

- Elem– Approaching in Reading, Does Not Meet in Math and Meets in Writing. We need to close the gap in early literacy and work on increasing writing skills at this level. Math gaps at the elementary school level need to be addressed with more targeted interventions.
- MS – Meets in Reading, Does Not Meet in Math and Approaching in Writing. We need to increase our A+ math interventions at the middle and high school levels.
- HS – Meets in Reading, Does Not Meet in Math and Approaching in Writing. We need to increase our A+ math interventions at the middle and high school levels.

### Academic Growth Gaps

- Elem – Meets in Reading, Does not meet in math and meets in writing
- MS – Meets in Reading, Does not meet in math and Approaching in writing
- HS – Approaching in Reading, Approaching in math and Meets in writing

### Postsecondary & Workforce Readiness

- Graduation rates are increasing and drop out rates declining.

### Priority Performance Challenges and Root Cause Analysis

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 school's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

### Priority Performance Challenge



### Root Cause

3rd Grade Reading Scores: Our third grade reading scores were well below state and district averages



Early Identification of Growth Gaps: Teachers did not have access to student data necessary to address academic gaps and adequately prepare to transition students from high school required skills to college readiness skills.

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

Math Scores still at approaching: Our math scores are still at the “approaching” level. Math scores have not increased at the desired percentage rate. At the middle and high school level our math interventions were not implemented early enough in the academic year to reap appropriate growth.

→ Early Identification of Growth Gaps: Teachers did not have access to student data necessary to address academic gaps and adequately prepare to transition students from high school required skills to college readiness skills.

Writing Deficiencies at Elem: Writing deficiencies at the elementary level were not identified and addressed early enough. At the middle school level there was a change in curriculum that significantly changed the writing instruction for those students.

→ Early Identification of Growth Gaps: Teachers did not have access to student data necessary to address academic gaps and adequately prepare to transition students from high school required skills to college readiness skills.

DOK 3 and 4 Rigor: Students were not able to answer DOK 2 and 3 level math questions on TCAP

→ Lack of Rigor in instructional practice- DOK 3 and 4 Instruction: Teachers are not consistently using high yield instructional strategies at the DOK 3 and 4 level; resulting in reduced rigorous academic expectations to complete DOK 2 and 3 questions at grades 3rd-10th, resulting in lower student achievement, especially at the advanced level. This was determined by the startling amount of DOK 2 and 3 questions missed across grade levels and content areas on both TCAP and CMAS testing.

Evaluate Writing Samples across school: Writing deficiencies were not specifically and strategically addressed during weekly PLC meetings for middle school students.

→ Early Identification of Growth Gaps: Teachers did not have access to student data necessary to address academic gaps and adequately prepare to transition students from high school required skills to college readiness skills.

ACT Composite Scores below state average: SSAE students consistently come to our school with learning gaps that are reflected on the ACT test scores.

→

## Reflection on Priority Performance Challenges

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In alignment with District 49 goals and initiatives we are focused heavily on early literacy and post secondary readiness targets. Our resources and energies are being focused on the process and procedure aspect of working with students. With such a mixed population of new and returning students our focus continues to be to emphasize best practices and research based models related to those processes and procedures

### Reflection on Root Cause

These root causes were selected based on strategic planning for District 49 with a heavy emphasis on early literacy and post secondary readiness. Additionally, we disaggregated previous state data to help determine the greatest areas of need and growth for our school.

## 1. Summary/Conclusion

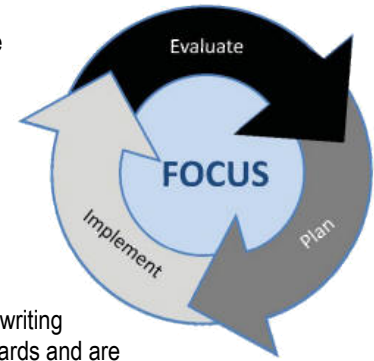
School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		3rd Grade Reading Scores
Annual Performance Targets	2015-2016	In grades K-5 the goal will be to have 70% of all students reading at benchmark on EOY assessment.
	2016-2017	Our goals for elementary PARCC Reading scores will be to achieve a schoolwide mean scale score of 750 or higher to meet or exceed expectations
Interim Measures		As a K-5 team, we have implemented the BURST reading intervention for all below and fragile benchmark students. Burst is delivered face to face twice per week with an online review session.  For students identified with Dyslexia, we have continued the Barton Reading and Spelling program but have increased the learning coach accountability and in building teacher support.
Subject		M
Priority Performance Challenge		Math Scores still at approaching
Annual	2015-2016	In grades 6-8 we will have 70% of our students demonstrating proficiency according to ACT ASPIRE

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

Performance Targets	2016-2017	Our goals for elementary PARCC Math scores will be to achieve a schoolwide mean scale score of 750 or higher to meet or exceed expectations
Interim Measures		Due to the change in state and district assessments, we no longer are using SMI and Scantron tests. We have implemented ACT Aspire testing for all students in grades 3-10. The implementation of PARCC and the correlation of ACT Aspire to post secondary readiness should provide us with beneficial data to drive instruction.
Subject		W
Priority Performance Challenge		
Annual Performance Targets	2015-2016	In grades 3-5 the goal will be to have 70% of all students writing at benchmark as measured by ACT ASPIRE
	2016-2017	Our goals for elementary PARCC Math scores will be to achieve a schoolwide mean scale score of 750 or higher to meet or exceed expectations
Interim Measures		Due to the level of rigor of our writing curriculum in K12, learning coaches struggle to know what quality writing looks like. Teachers have selected composition units to do during face to face and online sessions to increase the accountability and quality of writing. Additionally, at home student writing samples are required to be evaluated quarterly. ACT ASPIRE will provide benchmark testing data.

### Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		ACT Composite Scores below state average
Annual Performance Targets	2015-2016	Since FVA did not meet the goal of 22 for 13-14, we are keeping the 15-16 goal at 22.
	2016-2017	Our goal is to meet or exceed a state composite score of 22
Interim Measures		Implementation of ACT Aspire at grades 3-10 to prepare students for rigor and format of ACT exam. ACT prep classes for high school students

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** MTSS Interventions must be aligned to standards to ensure fidelity

Refine MTSS the Response to Intervention process for focused intentional data driven decision-making with stricter alignment to standards.

**Root Cause(s) Addressed:**

Early Identification of Growth Gaps

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

#### Action Steps

Sep. 2014 - May. 2016

#### Increased face to face time

#### Description:

Increase face-to-face interactions in building for below grade level students with additional personnel and by increasing days available to each level of schooling. HS, MS< K-5

#### Implementation Benchmarks:

Increase in student achievement in class grades and standardized assessments

Delivery more mandatory face to face direct instruction in Math 3-10

Mandatory Data Meetings with all staff on a monthly basis

#### Resources:

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p><b>Key Personnel:</b> All teachers Support Coaches</p> <p><b>Status:</b> In Progress</p>
Mar. 2015 - May. 2016	<p><b>Learning Coach Accountability</b></p> <p><b>Description:</b> Increase Learning Coach accountability of completing curriculum and the assigned interventions at the K-5 level.</p> <p><b>Implementation Benchmarks:</b> Schedule one on one data meetings with these families and explain the reason for the interventions. Development of family support classes geared toward families who have struggles with reading instruction Mandatory interventions for all students below benchmark. Delivered face to face! Utilize Schoology as platform for parent training and development as high yield learning coaches. Clearly define on campus iLearning work versus lessons to be done at home.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> K-5 Teachers Admin</p> <p><b>Status:</b> In Progress</p>
Sep. 2014 - May. 2016	<p><b>Online Math Interventions</b></p>

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

**Description:**

Increase participation in the online math facts club focusing on positive behavioral supports in grades K-5  
Implement LearnBop for K-5 students needing math remediation.

**Implementation Benchmarks:**

Participation  
Weekly progress monitoring reporting tools to measure student growth during weekly PLC meetings

**Resources:**

FuelEd Curriculum

**Key Personnel:**

K-5 Teachers

**Status:**

In Progress

**Major Improvement Strategy:** Implementation of Project-Based Learning model emphasizing higher order thinking  
Implementation of Project-Based Learning model emphasizing the application of higher level thinking skills and high return instructional practices.

**Root Cause(s) Addressed:**  
Lack of Rigor in instructional practice- DOK 3 and 4 Instruction

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

### Action Steps

Jul. 2014 -

#### PBL Training

##### Description:

All FVA teachers participated in a 3-day project based learning training by the Buck Institute.

##### Implementation Benchmarks:

Quality of the projects created and the level of engagement of students one per course taught. Critical Friends review of all projects

Implement standards aligned ACT Aspire classroom assessments to compliment online curriculum and ensure competency

##### Resources:

\$8,900 investment for training

\$21 per student for ACT aspire

##### Key Personnel:

All teachers

Admin

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p><b>Status:</b> In Progress</p>
Aug. 2014 -	<p><b>Project Creation</b></p> <p><b>Description:</b> Teachers are required to create at least on project per trimester/semester in every class. Projects are designed to increase rigor and engagement and to address a real world community problem.</p> <p><b>Implementation Benchmarks:</b> Students are able to think more critically and successfully answer DOK 2 and DOK 3 questions on standardized assessments and other evaluation tools.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Teachers</p> <p><b>Status:</b> In Progress</p>
Apr. 2015 - Aug. 2015	<p><b>Alignment of DOK w/ curriculum</b></p> <p><b>Description:</b> Use C3 process to evaluate/align DOK levels within Fueled Curriculum</p> <p><b>Implementation Benchmarks:</b> All core content courses will be aligned with Colorado Standards, placing emphasis on increased DOK levels</p> <p><b>Resources:</b></p>

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p><b>Key Personnel:</b> 6-12 Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 -</p>	<p><b>Community Involvement</b></p> <p><b>Description:</b> Inclusion of community stakeholders and critical friends in the presentation, feedback and evaluation portion of the projects.</p> <p><b>Implementation Benchmarks:</b> Number of community stakeholders participating in this partnership</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> K-12 teachers Admin Community Members</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Development and maintenance of personalized post secondary plans for all 6-12

Support students in the development and maintenance of personalized post secondary plans for grades 6-12 to foster post-secondary and workforce readiness, while increasing their eligibility and participation in D49 Pathways programs. Ensure all students are college and/or workforce ready by implementing individualized pathways for students

**Root Cause(s) Addressed:**

Early Identification of Growth Gaps

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

### Action Steps

Nov. 2014 - May. 2016

#### ACT Prep

#### Description:

FVA will implement an ACT Prep program for all juniors prior to the spring testing window.

#### Implementation Benchmarks:

Student participation in ACT,  
Feedback, and increased test scores

#### Resources:

#### Key Personnel:

Counselor  
Advanced Learning Facilitator  
Rti Facilitator  
Admin  
HS Teacher

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p><b>Status:</b> Complete</p>
Sep. 2014 -	<p><b>ICAP Training</b></p> <p><b>Description:</b> The FVA Counselor will attend the ICAP Summit and facilitate ICAP training and development with designated staff members.</p> <p><b>Implementation Benchmarks:</b> 100% of students completing initial ICAP</p> <p><b>Resources:</b> College in Colorado ICAP Summit- Building funds</p> <p><b>Key Personnel:</b> Counselor Advanced Learning Facilitator Rti Facilitator Admin HS Teachers</p> <p><b>Status:</b> In Progress</p>
Sep. 2014 - May. 2016	<p><b>Parent Training</b></p> <p><b>Description:</b> Counselor will host parent information meetings to provide information about D49 Pathways, scholarships, college visits,</p>

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p>financial aid info, career fairs and other post secondary opportunities.</p> <p><b>Implementation Benchmarks:</b>  Attendance Sheets  Student Participation  Quantity of college applications  Number of Scholarships/grants</p> <p><b>Resources:</b>  Schoology  Assigned Staff member</p> <p><b>Key Personnel:</b>  Counselor  Advanced Learning Facilitator  Rtl  Coordinator</p> <p><b>Status:</b>  In Progress</p>
<p>Apr. 2015 -</p>	<p><b>ICAP Completion</b></p> <p><b>Description:</b>  Students will develop highly effective ICAP portfolios in preparation for changes in graduation requirements and demonstration of post secondary readiness</p> <p><b>Implementation Benchmarks:</b>  Students will complete grade level expectations in ICAP in grades 6-8. Students in grades 9-12 will complete the ICAP requirements up to and including 9th grade during April and May of 2015.</p>

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p>-Full implementation of ICAP course will begin August 2015 – May 2016 in conjunction with college and career advisement sessions.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All Staff</p> <p><b>Status:</b> In Progress</p>
<p>Apr. 2015 -</p>	<p><b>Schoology Course for ICAP</b></p> <p><b>Description:</b> Develop a mandatory class for grades 6-12 in Schoology, intended to actively engage students in their college and career planning utilizing an ICAP Pathways process based on Colorado Career Clusters</p> <p><b>Implementation Benchmarks:</b> Introduce course April 2015 and implement course 2015-2016 school year</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All Staff</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** 3rd Grade Reading Proficiency

Success in reading is essential for continued growth in all other content areas. For this reason we aim for all students to be proficient in reading by third grade so they can read to learn rather than be learning to read. FVA will provide an intentional focus on primary literacy instruction to increase reading proficiency by 3rd grade.

**Root Cause(s) Addressed:**

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

Sep. 2014 -

**Crucial Conversations**

**Description:**

Increase consistent schooling using the K12.com online school by expediting crucial conversations with struggling learning coaches. K-5 teachers have been trained and empowered to do this.

**Implementation Benchmarks:**

Weekly progress benchmark percentages in K-12 online school.

**Resources:**

**Key Personnel:**

K-5 Teachers  
Learning Coaches  
Admin

**Status:**

In Progress

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

<p>Aug. 2015 - May. 2016</p>	<p><b>Mandatory Interventions</b></p> <p><b>Description:</b> Targeted interventions implemented with fidelity by learning coaches by eliminating the invitational approach.</p> <p><b>Implementation Benchmarks:</b> Weekly progress and usage in assigned interventions</p> <p><b>Resources:</b> \$3,000 for interventions</p> <p><b>Key Personnel:</b> K-5 Teachers Learning Coaches Admin</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Increased in building interventions</b></p> <p><b>Description:</b> Increase in building learning opportunities focused on the needs of specific reading groups during K-6 only school days</p> <p><b>Implementation Benchmarks:</b> Attendance</p> <p><b>Resources:</b></p>

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p><b>Key Personnel:</b> All k-5 Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>Celebrate Success</b></p> <p><b>Description:</b> Celebrate students and parents who are doing the right things to achieve reading growth by hosting regular data meetings so families are connected to growth mindset.</p> <p><b>Implementation Benchmarks:</b> Attendance and participation by families in the celebration ceremonies.</p> <p><b>Resources:</b> \$400</p> <p><b>Key Personnel:</b> K-5 Teachers Rtl Facilitator Advanced Learning Facilitator Learning Coaches Students Admin</p> <p><b>Status:</b> In Progress</p>

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

# Unified Improvement Plan Signature Cover Page (school level) 2014-2015

School Name Vista Ridge High School

Improvement Plan Type UIP

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
Wayne Sprenger	Wayne Sprenger	
Jay Sprenger	Jay Sprenger	
DAVID TISBEY	DAVID TISBEY	
MARGARET TWEED	SCIENCE DEPT CHAIR	
Senna Hack	Senna Hack	
HEATHER HARVEY	PARENT	
Nathan Trues	Teacher	
Jennifer Maze	Teacher	
AND MURIEL JONES	PARENT	

1) Date the Plan was presented to SAAC for review:

2) Signature of Principal: [Signature]

3) Signature of SAAC Chairperson: [Signature]

4) Signature of DAAC representative: [Signature]

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1110  
Official 2014 SPF: 1-Year

District Name: FALCON 49

School Code: 8791 School Name: VISTA RIDGE HIGH SCHOOL

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Alignment with Colorado Content Standards:** Develop and use collaborative process that ensures all teachers are delivering instructional units and lessons aligned with the Colorado Content Standards while addressing all learners.
- **Major Improvement Strategy: Improving Quality Instruction:** Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instruction improving the quality of instruction at all levels.
- **Major Improvement Strategy: Capturing Kids Hearts:** In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based on Capturing Kids Hearts.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Bruce Grose, Principal
Email	bgrose@d49.org
Phone	(719) 494-8805
Mailing Address	6888 Black Forrest Rd. Colorado Springs, CO 80923

Name, Title	Elaine Schoen, Assistant Principal
Email	eschoen@d49.org
Phone	(719) 494-8806
Mailing Address	6888 Black Forrest Rd Colorado Springs, CO 80923

## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	N/A

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

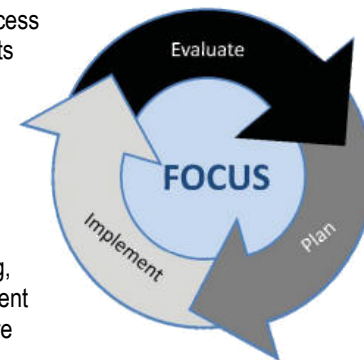
N/A

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description: Team Members:** The Vista Ridge High School Improvement Team consists of Campus Administration, Dr. Margeret Jacobs, Mrs. Monica Tupper, Mr. Nathan Truex, Mrs. Julie Attias, SAC, and Wolf Council.

**Stakeholder Involvement:** The completed UIP document and accompanying data will be presented to and reviewed by Wolf Council (school leadership including school administration) on October 27, 2015 and formally presented to the Vista Ridge School Accountability Committee on November 4, 2015. Department chairs and building representatives are expected to disseminate the information to the remainder of the staff.

**Demographics:** Vista Ridge High School is located in Eastern Colorado Springs, in Falcon School District 49. According to CDE, in the 2014-2015 school year, the total student population was 1338. The ethnic breakdown was: Caucasian 57%, Hispanic 22%, Asian .03%, African American 14%, two or more races .07%, Pacific Islander .05% and Native American .04%.

**Graduation Rates:** Total 12th grade students: 242, Total Graduated: 223, Total percentage graduated: 92.1%.

**Relevant Data Analysis:**

**Data Used:** PLAN data from 2013 and the same cohort data from ACT from 2014, CDE Accountability Website, Alpine Achievement and ACT profile report.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth Gaps

**Prior Year Target:** In Reading, all student groups will achieve at least a Median Growth percentile of 50.

Reading:

Free and Reduced Lunch: 50

Minority: 55

Students with Disabilities: 48

English Learners: 60

Students Needing to Catch Up: 50

In Math, all students will achieve at least a Median Growth percentile of 50.

Math:

Free and Reduced Lunch: 40

Minority: 40

Students with Disabilities: 40

English Learners: 60

Students Needing to Catch Up: 50

In Writing, all student groups will achieve at least a Median Growth percentile of 55.

Writing:

Free and Reduced Lunch: 50

Minority: 50

Students with Disabilities: 55

English Learners: 50

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

Students Needing to Catch Up: 50

**Performance on Target:** In the area of Reading, many of our targets came close to achieving the desired median growth percentile. Our Free and Reduced Lunch scored 47, our Minority Students scored 49, Students with Disabilities scored 42, English Learners scored 64 and Students Needing to Catch Up scored 51.

In the area of Math, many of our targets did not come close to achieving the desired median growth percentile. Our Free and Reduced Lunch scored 34, our Minority Students scored 42, Students with Disabilities scored 42, English Learners scored 42 and Students Needing to Catch Up scored 39.

In the area of writing, many of our targets came close to achieving the desired median growth percentile. Our Free and Reduced Lunch scored 39, our Minority Students scored 50, Students with Disabilities scored 44, English Learners scored 57 and Students Needing to Catch Up scored 46.

### Academic Growth Gaps Reflection

Overall, Vista Ridge came close to achieving our desired median growth percentile in Reading. To build on that momentum, Vista Ridge is moving forward with a new reading program to help our students continue to grow in literacy. After one semester, after two benchmark assessments, 90% of the students showed remarkable growth in the Literacy class. The program is continuing to move forward and next year we will have both 9th and 10th grade students in the class instead of just 9th.

In Math, the growth did not reach the desired median growth. The department began the intense work of developing the math curriculum and alignment across the department.

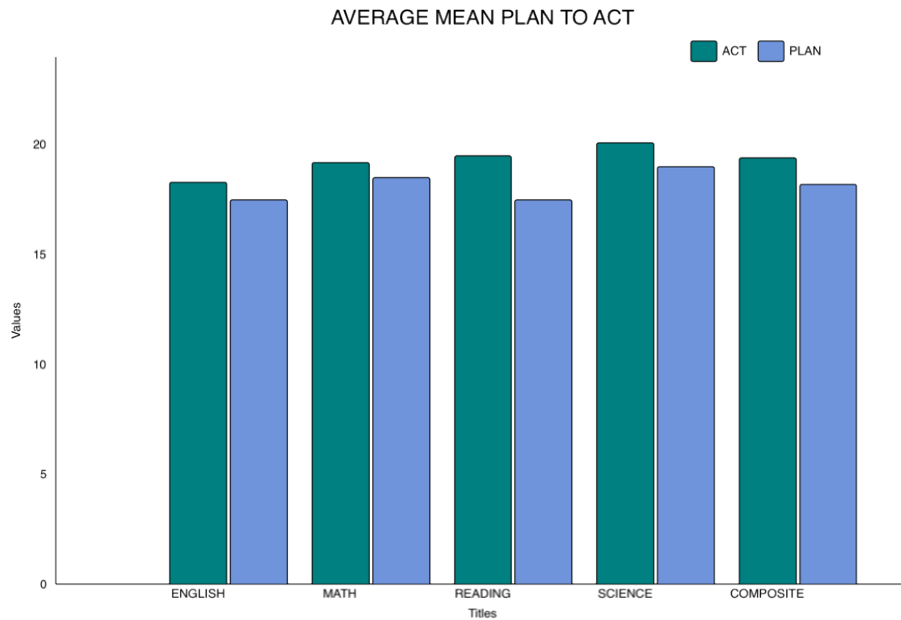
In February 2016, Vista will have interim Aspire data that we will be able to analyze and compare growth at all grade levels in Math, Reading and Science.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

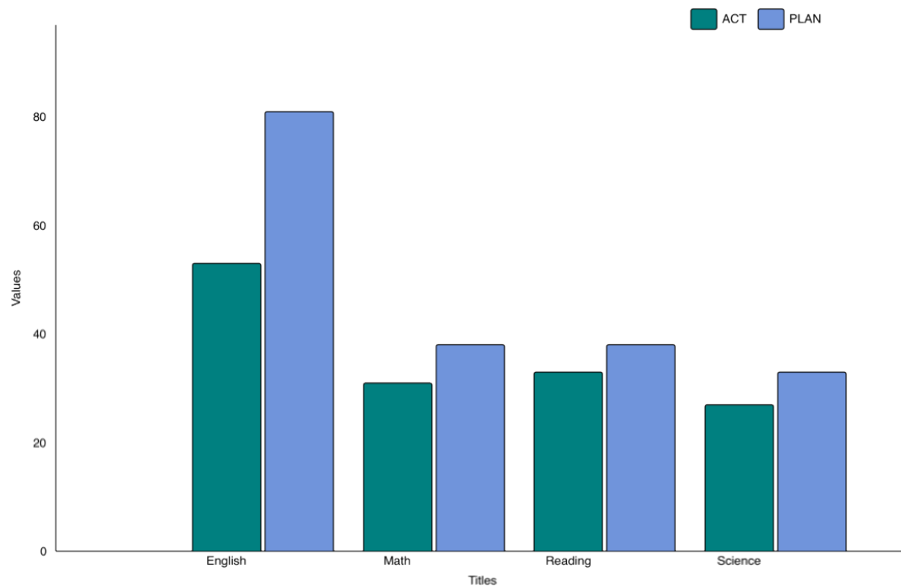
#### Reflection

Average Mean PLAN to ACT: Across the board, including the Composite showed growth from the PLC to the ACT.



College Readiness: This shows accross the tests that students showed more college readiness with PLAN vs ACT.

### COLLEGE READINESS



#### 4. 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.

#### Academic Achievement (Status)

- In 2011-2012, Vista Ridge High School was rated Approaching on the % Proficient/Advanced with the following proficiencies: Reading 65.48%, Math 33.08% and Science 45.64%.
- 
- In 2012-2013, Vista Ridge High School achieved a Meets rating in Math and Writing and an Approaching rating in both Reading and Science with the following proficiencies: Reading 65.48%, Math 33.95%, Writing 50.77% and Science 45.03%.

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

- 
- In 2013-2014, Vista Ridge High School achieved a Meets rating in Approaching rating in Reading and a Meets rating in both Math and Writing with the following proficiencies: Reading 72.38%, Math 37.42% and Writing 55.41%.

### Academic Growth

- Reading:
  - According to the 1 year Performance Framework, the overall rating in Reading for Vista Ridge High School in 2014 was a Meets rating with a median growth percentile of 51. In 2014, Vista Ridge achieved a median growth percentile of 47.
- Math:
  - According to the 1 Year Performance Framework Vista Ridge High School achieved a Does Not Meet rating with a median growth percentile of 38. In 2014, Vista Ridge High School achieved a Does Not Meet rating with a median percentile of 32.

### Academic Growth Gaps

- Reading: According to the 1 year Performance Framework, the overall rating in Reading for Vista Ridge in 2014 was a Meets rating which was the same rating as 2013. Under the category of Free/Reduced Lunch eligible in 2013, Vista Ridge High School achieved a 48 Median Growth Percentile and in 2014 Vista Ridge achieved a 47 Median Growth Percentile. Under the category of Minority students in 2013, Vista Ridge achieved a 51 Median Growth Percentile and in 2014, Vista Ridge High School achieved a 48 Median Growth Percentile. Under the category Students with Disabilities, Vista Ridge High School achieved a 40 Median Growth Percentile in both 2013 and 2014. Under the category English Learners in 2013, Vista Ridge High School achieved a 58 Median Growth Percentile and in 2014 Vista Ridge achieved a 55 Median Growth Percentile. Under the category Students Needing to Catch Up in 2013, Vista Ridge High School achieved a 47 Median Growth Percentile and in 2014 achieved a 46 Median Growth Percentile.
- Math: According to the 1 year Performance Framework, the overall rating in Reading for Vista Ridge in 2014 was a Does Not Meet rating which was the same rating as 2013. Under the category of Free/Reduced Lunch eligible in 2013, Vista Ridge High School achieved a 34 Median Growth Percentile and in 2014 Vista Ridge achieved a 35 Median Growth Percentile. Under the category of Minority students in 2013, Vista Ridge achieved a 36 Median Growth Percentile and in 2014, Vista Ridge High School achieved a 30 Median Growth Percentile. Under the category Students with Disabilities, Vista Ridge High School achieved a 37 Median Growth Percentile in 2013 and in 2014 achieved a 41 Median Growth Percentile. Under the category English Learners in 2013, Vista Ridge High School achieved a 30 Median Growth Percentile and in 2014 Vista Ridge achieved a 37 Median Growth Percentile. Under the category Students Needing to Catch Up in 2013, Vista Ridge High School achieved a 34 Median Growth Percentile and in 2014 achieved a 37 Median Growth Percentile.
- Writing: According to the 1 year Performance Framework, the overall rating in Reading for Vista Ridge in 2014 was an Approaching rating which was the same rating as 2013. Under the category of Free/Reduced Lunch eligible in 2013, Vista Ridge High School achieved a 43 Median Growth Percentile and in 2014 Vista Ridge achieved a 39 Median Growth Percentile. Under the category of Minority students in 2013, Vista Ridge achieved a 47 Median Growth Percentile and in 2014, Vista Ridge High School achieved a 45 Median Growth Percentile. Under the category Students with Disabilities, Vista Ridge High School achieved a 50 Median Growth Percentile in 2013 and in 2014 achieved a 42 Median Growth Percentile. Under the category English Learners in 2013, Vista Ridge High School achieved a 46 Median Growth Percentile and in 2014 Vista Ridge achieved a 51 Median Growth Percentile. Under the category Students Needing to Catch Up in 2013, Vista Ridge High School achieved a 45 Median Growth Percentile and in 2014 achieved a 44 Median Growth Percentile.

### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

### Priority Performance Challenge



### Root Cause

### Reflection on Priority Performance Challenges

The following have been picked as challenges because Vista Ridge would like to raise to a "meets" level in both Reading and Math.

In Reading, Vista Ridge has placed a higher priority on reading. A new literacy program was instituted at the 9th, 11th and 12th grade level. Also, the senior English curriculum was split into semester long focuses: one semester of reading and literature and a second semester focused on composition and writing.

In Math, Vista Ridge has placed a high priority on developing a more cohesive math curriculum and a focus on student engagement. They continue to analyze data and identifying the root causes for their scores. It is evident that the Math Department needs to continue to work with the curriculum. The teachers in the Math Department will use PLC time to analyze student data, common assessments, and collaborat towards building and refining the math curriculum.

### Reflection on Root Cause

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

As a school, it is important for all stakeholders to understand the root causes for the lack of performance in the areas of reading and math. Cohesively, the following root causes have been identified in the areas of reading and math.

In Reading, our school lacks consistency across curriculums that monitor academic growth, appropriate differentiated instruction, and planning questioning to promote higher depths of knowledge and comprehension capabilities.

In addition, our school lacks systemic implementation of the instructional framework, core curriculum, and direct instruction that promotes content mastery in the area of math.

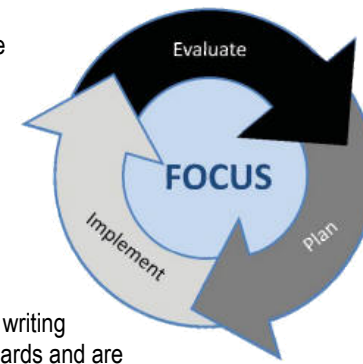
## 1. Summary/Conclusion

Not one of our groups met the 95% threshold in CMAS and PARCC percent participation. We plan to increase te communication with parents about the importance of testing.

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Improving the average composite ACT score 2 points to match the state average.
	2016-2017	Improving the average composite ACT score 3 points to exceed the state average.
Interim Measures		

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: Alignment with Colorado Content Standards

Develop and use collaborative process that ensures all teachers are delivering instructional units and lessons aligned with the Colorado Content Standards while addressing all learners.

#### Root Cause(s) Addressed:

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

#### Action Steps

Sep. 2015 - Dec. 2015

#### Vertical Alignment

##### Description:

Vista Ridge will vertically align all departments and across the curriculum through Evidence Outcomes training with Sherry Kyle.

##### Implementation Benchmarks:

Walkthrough Observations will indicate 100% of classrooms exhibit vertical alignment through all departments.

##### Resources:

PLC worktime

##### Key Personnel:

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

	<p>All certified Sherry Kyle VR Administrative Team</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Common Assessments</b></p> <p><b>Description:</b> Departments will create common assessments and learning goals and scales per subject area or grade level.</p> <p><b>Implementation Benchmarks:</b> Walkthrough Observations will indicate 100% of classrooms utilizing common assessments and scales through all departments.</p> <p><b>Resources:</b> PLC Worktime</p> <p><b>Key Personnel:</b> All certified VR Administrative Team</p> <p><b>Status:</b></p>
Nov. 2015 - Mar. 2016	<p><b>Peer Evaluation and Lesson Studies</b></p> <p><b>Description:</b> School wide implementation of peer observations and lesson studies.</p> <p><b>Implementation Benchmarks:</b></p>

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

Walkthrough Observations will indicate 100% of classrooms exhibit vertical alignment through all departments.

**Resources:**

Plan time and PLC time.

**Key Personnel:**

All certified

**Status:**

In Progress

**Major Improvement Strategy:** Major Improvement Strategy: Improving Quality Instruction

Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instruction improving the quality of instruction at all levels.

**Root Cause(s) Addressed:**

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

### Action Steps

Dec. 2015 - Dec. 2015

#### The Art of Coaching

##### Description:

All new staff will complete an online training PD called The Art of Coaching through Schoology.

##### Implementation Benchmarks:

Walkthrough Observations will indicate 100% of classrooms exhibit improved classroom instruction through all departments.

##### Resources:

The resource will be a book study through Schoology.

##### Key Personnel:

Newly hired teachers

Teresa Ritz

##### Status:

Complete

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

<p>Jul. 2015 - Jul. 2015</p>	<p><b>Marzano Tool PD</b></p> <p><b>Description:</b> A PD on the Marzano Tool in order to become comfortable with it and build best practices.</p> <p><b>Implementation Benchmarks:</b> Walkthrough Observations will indicate 100% of classrooms exhibit improved classroom instruction through all departments.</p> <p><b>Resources:</b> iObservation</p> <p><b>Key Personnel:</b> All certified</p> <p><b>Status:</b> Complete</p>
<p>Oct. 2015 - May. 2016</p>	<p><b>Reflection Logs</b></p> <p><b>Description:</b> Each teacher will complete reflection logs in the Marzano Tool at least once per quarter to reflect on their best practice.</p> <p><b>Implementation Benchmarks:</b> Walkthrough Observations will indicate 100% of classrooms exhibit improved classroom instruction through all departments.</p> <p><b>Resources:</b> I Observation</p>

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

	<p><b>Key Personnel:</b> All certified</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Marzano Tool</b></p> <p><b>Description:</b> Continued implementation of the Marzano Tool to evaluate and measure teacher effectiveness and growth.</p> <p><b>Implementation Benchmarks:</b> Walkthrough Observations will indicate 100% of classrooms exhibit improved classroom instruction through all departments.</p> <p><b>Resources:</b> 1 Observation</p> <p><b>Key Personnel:</b> All certified</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Major Improvement Strategy: Capturing Kids Hearts

In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based on Capturing Kids Hearts.

**Root Cause(s) Addressed:**

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

Aug. 2015 - Aug. 2015

**Capturing Kids Hearts PD**

**Description:**

A three day PD on Capturing Kids Hearts for all new staff.

**Implementation Benchmarks:**

Walkthrough observations will indicate 100% of classroom teachers exhibit relational capacity with students and a drop in behavior issues within the school day.

**Resources:**

Zone funds

**Key Personnel:**

All certified

**Status:**

Complete

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

<p>Aug. 2015 - May. 2016</p>	<p><b>Social Contract</b></p> <p><b>Description:</b> As per Capturing Kids Hearts, a social contract is created between the teacher and the class that is to be followed by everyone in the class.</p> <p><b>Implementation Benchmarks:</b> Walkthrough observations will indicate 100% of classroom teachers exhibit relational capacity with students and a drop in behavior issues within the school day.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All certified</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Student Greeting</b></p> <p><b>Description:</b> Utilizing Capturing Kids Hearts, greeting students at the door in order to build relationships.</p> <p><b>Implementation Benchmarks:</b> Walkthrough observations will indicate 100% of classroom teachers exhibit relational capacity with students and a drop in behavior issues within the school day.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b></p>

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

	<p>All certified</p> <p><b>Status:</b> In Progress</p>
<p>Oct. 2015 - May. 2016</p>	<p><b>Survey</b></p> <p><b>Description:</b> Teacher will complete a survey of their classes in order to adjust Social Contracts, if needed, and ascertain if CKH is effective in their classroom.</p> <p><b>Implementation Benchmarks:</b> Walkthrough observations will indicate 100% of classroom teachers exhibit relational capacity with students and a drop in behavior issues within the school day.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All certified</p> <p><b>Status:</b> In Progress</p>

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)



## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **9706** School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Academic growth in math:** Students have not made adequate growth in mathematics.
- **Growth gap in reading:** Students with disabilities did not achieve adequate growth in reading.
- **Growth gap in writing:** Students with disabilities and students needing to catch up did not achieve adequate growth in writing.
- **Growth gap in math:** Students with disabilities, minority students, and students needing to catch up did not achieve adequate growth in mathematics.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Math Alignment:** Lack of curricular resources tightly aligned to Common Core State Standards in Math.
- **Math Intervention:** Lack of research based targeted intervention program, progress monitoring tools, and scheduled intervention block in math.
- **Math PD:** Lack of professional development in mathematical practices, math shifts, and supporting individual student needs.
- **Differentiation:** Lack of professional development in supporting specific individual student needs.
- **Home/school connection:** Lack of home/school connection in area of math
- **ELA Alignment:** Lack of curricular resources tightly aligned to Common Core State Standards in ELA.
- **ELA Intervention:** Lack of research-based targeted intervention program in ELA
- **ELA PD:** Lack of professional development in ELA shifts and supporting specific individual student needs.
- **Writing Alignment:** Lack of consistent expectations for writing across the curriculum and vertically across grade levels.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Curricular Alignment:** Ensure alignment of curricular resources to Common Core State Standards.
- **Interventions:** Provide research-based targeted interventions and professional development in supporting individual student needs to increase the number of students at benchmark and decrease the number of students with a significant reading deficiency.
- **Professional Development:** Increase knowledge of Common Core shifts and implementation of research-based instructional strategies.

School Code: **9706**

School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☒ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Katarzyna Pickering, Principal
Email	kpickering@d49.org
Phone	(719) 495-5500
Mailing Address	8308 Del Rio Rd. Peyton, Colorado 80831

Name, Title	Michael Miller, Assistant Principal
Email	mrmiller@d49.org
Phone	(719) 495-5500
Mailing Address	8308 Del Rio Rd. Peyton, Colorado 80831

## Additional Information about the School

### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	

School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

External Evaluator

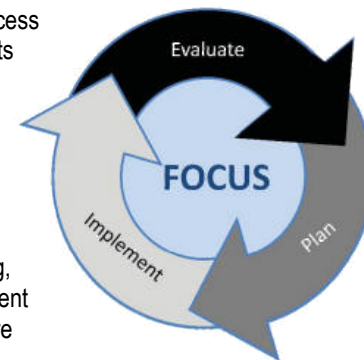
Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

### 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 school. 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 school 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** Woodmen Hills Elementary school is located in Eastern El Paso County in Falcon School District 49. We are a public elementary school servicing approximately 700 students in grades PreK-5. As a Healthy School Champion, WHES has a commitment to educating the whole student. We embraced our communities values and expanded efforts to develop healthy and productive children. Parent and community partnerships are integral to our success.

Woodmen Hills Elementary school exists to ensure an elevated level of student learning in a nurturing and academically rigorous environment. Our school community provides students with a strong foundation to create academically engaged, self-directed, reflective learners who master their content through effective instruction, interventions, and multidisciplinary education. Through positive relationships, presumed competence, and setting high expectations for all, we believe that our students will become an integral part of the 21st century.

Woodmen Hills Elementary is a "Performance" school. We "Meet" in two of the three Performance indicators including Academic Achievement and Academic Growth, while we are "Approaching" in Academic Growth Gaps. Our school improvement team looked at 3 years of performance data as we evaluated trends. These trends were then validated using local data. Once we received PARCC data, our team analyzed and validated those results. While a 2015 SPF is not available, the percentile rank for all students in ELA was 84 and the percentile rank for math was 86.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth Gaps

**Prior Year Target:** The DIBELS NEXT annual performance target would be a composite EOY score of 76% of students to be at or above benchmark.

**Performance on Target:** This target has been met- the DIBELS composite EOY score was 83% for 14-15.

**Prior Year Target:** Increase school percentile ranking in reading as measured by CMAS/PARCC by 5% from 70th percentile to the 75th percentile.

**Performance on Target:** This target has been met. We increased our percentile ranking to 84.

**Prior Year Target:** Increase school percentile ranking in math as measured by CMAS/PARCC by 6%tiles from the 69th%tile to 75th%tile.

**Performance on Target:** This target has been met. We increased our percentile rank to 86.

**Prior Year Target:** Increase school percentile ranking in writing as measured by CMAS/PARCC by 7%tiles from the 63rd%tile to 70th%tile.

**Performance on Target:** This target has been met. We increased our percentile ranking to 84.

### Academic Growth Gaps Reflection

The 2014 one-year SPF shows that students at Woodmen Hills Elementary meet state expectations for academic growth gaps in reading, do not meet academic growth gaps in math, and are approaching academic growth gaps in writing.

▮ Expectations for academic growth gaps are approaching for students with disabilities in reading, minority students in math, and students needing to catch up in writing.

▮ Expectations for academic growth gaps are not met in mathematics for students with disabilities, students needing to catch up in the area of math, and students with disabilities in writing.

Released data including percentile rank does not provide adequate information to determine growth in academic growth gaps for disaggregated groups.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

#### Academic Achievement Summary

Based on the 2014 one-year SPF, Woodmen Hills Elementary School meets state expectations in reading, writing and mathematics.

The tables below display TCAP results by grade level for reading, writing, and math.

#### Reading

TCAP Results	3rd Grade	4th Grade	5th Grade						
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Unsatisfactory	2	6	9	5	4	4	5	8	5
% Partially Proficient	7	11	19	15	6	12	18	15	15
% Proficient	79	73	66	74	86	78	71	72	76
% Advanced	12	11	6	6	5	6	6	4	4

#### Writing

TCAP Results	3rd Grade	4th Grade	5th Grade						
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Unsatisfactory	2	2	5	3	2	4	3	2	1
% Partially Proficient	38	37	39	34	20	31	33	35	40
% Proficient	58	50	39	53	66	56	54	55	49
% Advanced	3	11	16	10	12	9	10	7	10

#### 2014-2015 PARCC

PARCC scores for 2014-15 SY show 71% of WHES' 3<sup>rd</sup> grade students "met" or "exceeded" ELA performance levels – compared to 44% of district students and 39% of state students.

PARCC scores for 2014-15 SY show 58% of WHES' 4<sup>th</sup> grade students "met" or "exceeded" ELA performance levels – compared to 44% of district students and 42% of state students.

PARCC scores for 2014-15 SY show 44% of WHES' 5<sup>th</sup> grade students "met" or "exceeded" ELA performance levels – compared to 39% of district students and 40% of state students.

#### PARCC 2014-2015 Met or Exceeded

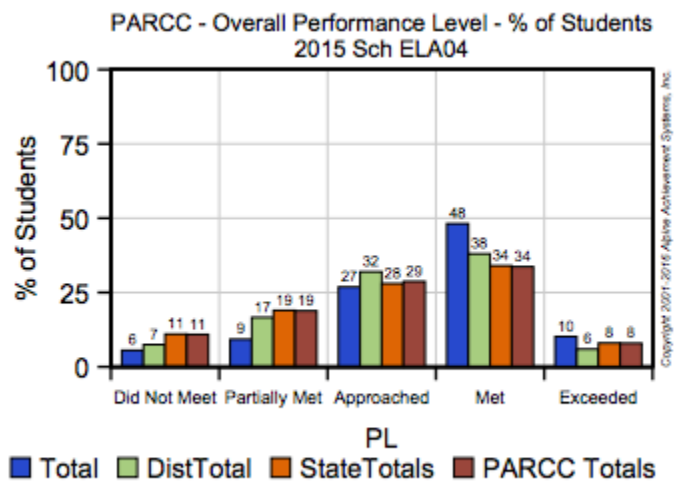
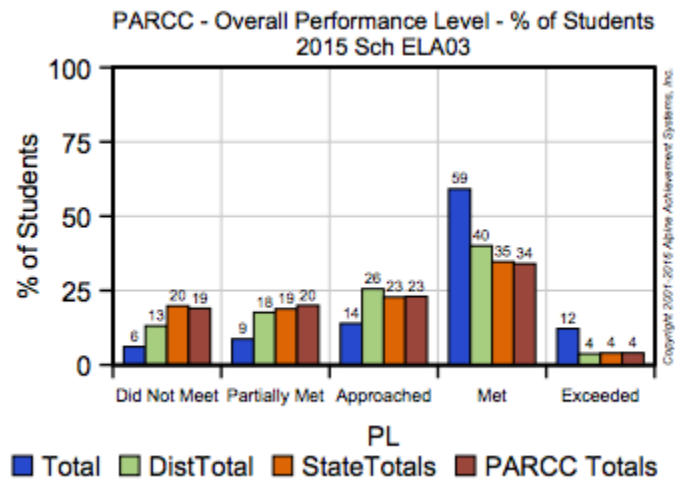
WHES    D49    State

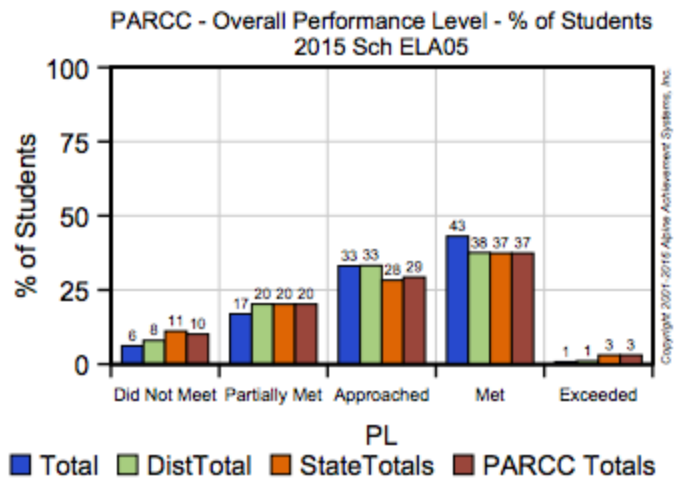
School Code: 9706

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3ELA	71%	44%	39%
4ELA	58%	44%	42%
5ELA	44%	39%	40%





## 2015-2016 Local Data

### Beacon

According to BOY Beacon data, 25% of WHES' 2<sup>nd</sup> grade students are approaching or have met ELA standards.  
 According to BOY Beacon data, 33% of WHES' 3<sup>rd</sup> grade students are approaching or have met ELA standards.  
 According to BOY Beacon data, 24% of WHES' 4<sup>th</sup> grade students are approaching or have met ELA standards.  
 According to BOY Beacon data, 27% of WHES' 5<sup>th</sup> grade students are approaching or have met ELA standards.  
 These scores are to be expected given that students are being assessed for EOY ELA data at the beginning of the year.

### DIBELS

According to MOY DIBELS data, 84% of WHES' kindergarten students have met benchmark (green).  
 According to MOY DIBELS data, 67% of WHES' 1<sup>st</sup> grade students have met benchmark (green).  
 According to MOY DIBELS data, 79% of WHES' 2<sup>nd</sup> grade students have met benchmark (green).  
 According to MOY DIBELS data, 86% of WHES' 3<sup>rd</sup> grade students have met benchmark (green).  
 According to MOY DIBELS data, 85% of WHES' 4<sup>th</sup> grade students have met benchmark (green).  
 According to MOY DIBELS data, 72% of WHES' 5<sup>th</sup> grade students have met benchmark (green).

### Math

TCAP Results	3rd Grade	4th Grade	5th Grade						
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Unsatisfactory	2	2	4	2	2	4	4	6	3

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School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

% Partially Proficient	6	7	14	10	8	12	23	21	25
% Proficient	49	43	36	49	46	42	46	40	42
% Advanced	42	48	46	39	44	43	27	33	30

### 2014-2015 PARCC

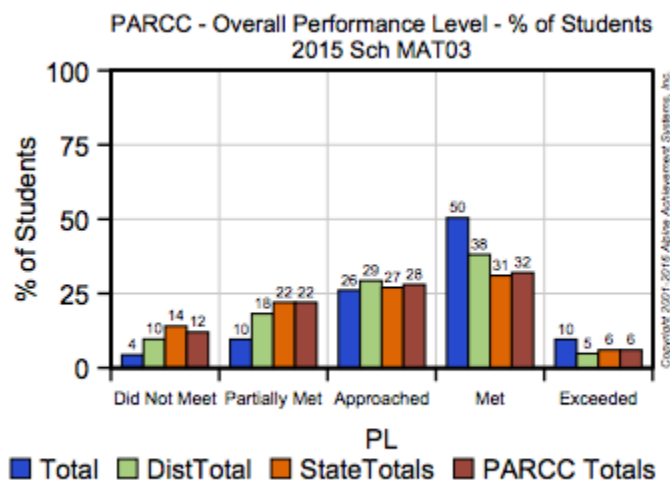
PARCC scores for 2014-15 SY show 60% of WHES' 3<sup>rd</sup> grade students "met" or "exceeded" Math performance levels – compared to 43% of district students and 37% of state students.

PARCC scores for 2014-15 SY show 53% of WHES' 4<sup>th</sup> grade students "met" or "exceeded" Math performance levels – compared to 34% of district students and 30% of state students.

PARCC scores for 2014-15 SY show 45% of WHES' 5<sup>th</sup> grade students "met" or "exceeded" Math performance levels – compared to 30% of district students and 30% of state students.

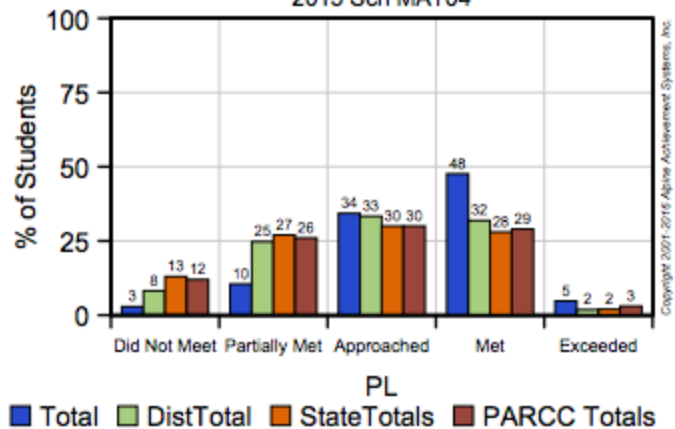
### PARCC 2015-2016 Met or Exceeded

	WHES	D49	State
3MATH	60%	43%	37%
4MATH	53%	34%	30%
5MATH	45%	30%	30%

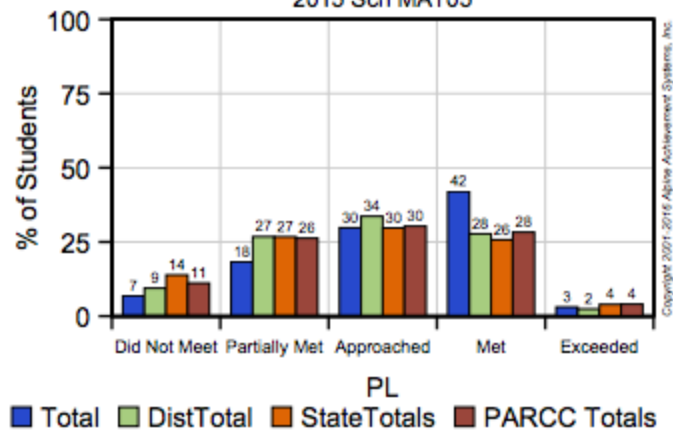




PARCC - Overall Performance Level - % of Students  
2015 Sch MAT04



PARCC - Overall Performance Level - % of Students  
2015 Sch MAT05



## 2015-2016 Local Data

### Beacon

According to BOY Beacon data, 1% of WHES' 2<sup>nd</sup> grade students are approaching or have met Math standards.

School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

According to BOY Beacon data, 1% of WHES' 3<sup>rd</sup> grade students are approaching or have met Math standards.  
 According to BOY Beacon data, 2% of WHES' 4<sup>th</sup> grade students are approaching or have met Math standards.  
 According to BOY Beacon data, 8% of WHES' 5<sup>th</sup> grade students are approaching or have met Math standards.  
 These scores are to be expected given that students are being assessed for EOY Math data at the beginning of the year.

### Academic Growth Summary

The 2014 one-year SPF indicates that Woodmen Hills Elementary meets overall academic growth expectations. State expectations for academic growth are met in reading and writing and approaching in mathematics.

We are rated as "approaching" in academic growth in mathematics on the 1-year SPF. The median growth percentile in 2014 was 39 with an adequate median growth percentile of 37. While we made adequate growth, this continues to be an area of concern as the median growth percentile is not at least 45.

### Academic Growth Gaps Summary

The one-year SPF shows that students at Woodmen Hills Elementary meet state expectations for academic growth gaps in reading, does not meet academic growth gaps in math, and approaching academic growth gaps in writing.

- ▯ Expectations for academic growth gaps exceed for students needing to catch up in reading.
- ▯ Expectations for academic growth gaps are met for minority students in reading and writing.
- ▯ Expectations for academic growth gaps are approaching for students with disabilities in reading, minority students in math, and students needing to catch up in writing.
- ▯ Expectations for academic growth gaps are not met in mathematics for students with disabilities, students needing to catch up in the area of math, and students with disabilities in writing.

We are rated as "meets" in academic growth gaps in reading. Minority students and students needing to catch up have made adequate growth in reading. Adequate growth for students with disabilities continues to be an area of concern. On the 1-year plan, the rating for this group was "approaching" with adequate growth of 47 and observed score of 46.

### Subgroup Performance (% P/A) - TCAP Reading

Year	All	IEP	White	Hispanic	Male	Female															
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th
2012	91	80	77	X	25	X	92	78	84	X	X	50	89	74	79	94	85	94			
2013	83	90	76	41	X	27	87	89	79	X	X	X	82	88	73	86	93	79			
2014	72	84	80	42	44	X	73	89	80	75	75	X	64	82	75	79	87	87			

We are rated as "approaching" in academic growth gaps in writing. Minority students have made adequate growth in writing. Students needing to catch up are "approaching" with adequate growth of 58 and observed growth of 47. Adequate growth for students with disabilities continues to be an area of concern. On the 1-year plan, the rating for this group was "does not meet" with adequate growth of 63 and observed growth of 39.

### Subgroup Performance (% P/A) - TCAP Writing

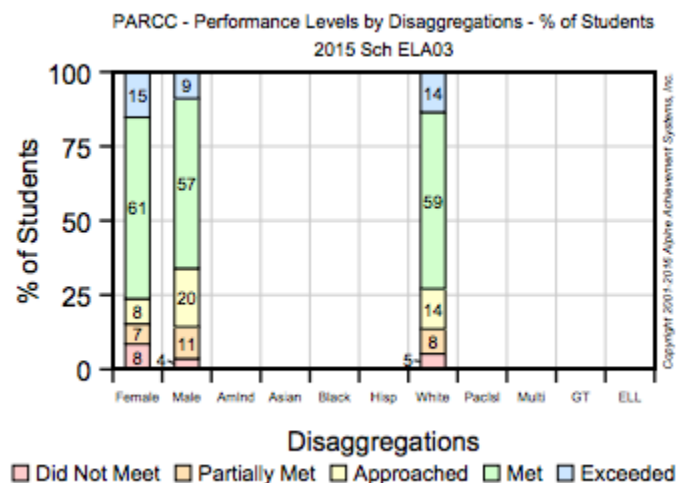
Year	All	IEP	White	Hispanic	Male	Female															
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School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

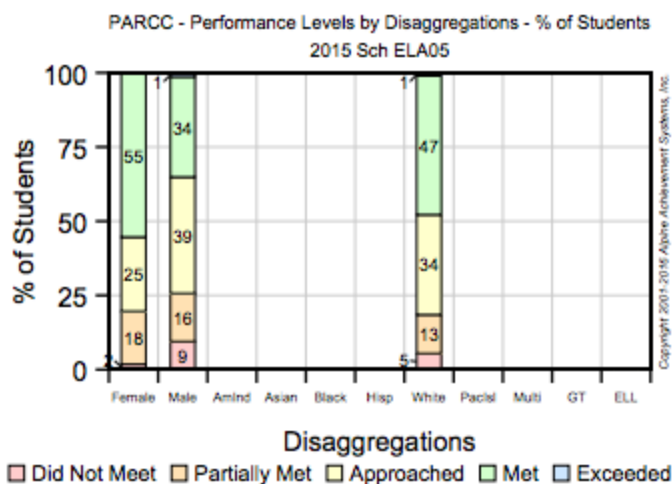
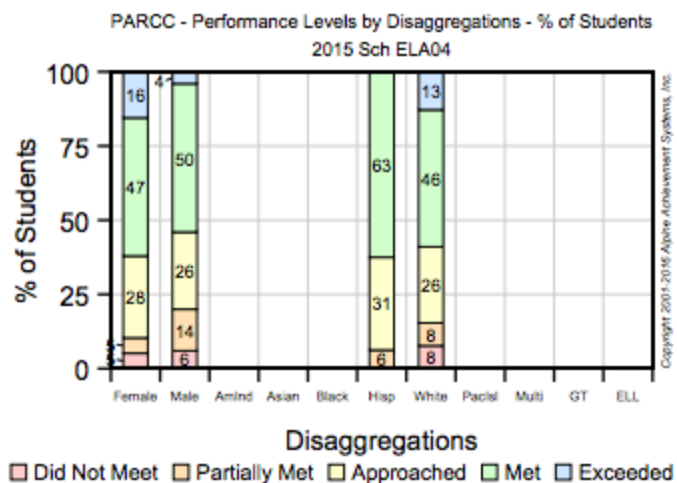
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th
2012	61	63	64	X	19	X	61	62	72	X	X	35	54	56	59	71	69	70
2013	61	78	62	18	X	23	64	76	62	X	X	X	52	73	52	72	85	74
2014	54	65	59	24	13	X	56	66	57	50	63	X	40	52	48	67	78	74

## 2015 PARCC Subgroup Performance



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School Name: WOODMEN HILLS ELEMENTARY SCHOOL



We are rated as "does not meet" in academic growth gaps in mathematics. Minority students are "approaching" with adequate growth of 36 and observed growth of 40. While adequate growth was made, this continues to be an area of concern as the median growth was below 45. Students with disabilities and students needing to catch up did not make adequate growth. Based on the 1-year plan, the rating for students with disabilities was "does not meet" with adequate growth of 55 and observed growth of 21. Based on the 1-year plan, the rating for students needing to catch up was "does not meet" with adequate growth of 77 and observed growth of 34.

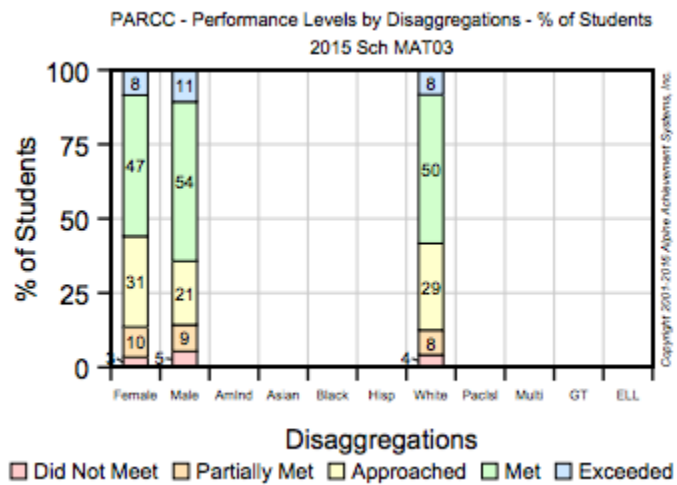
School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

### Subgroup Performance (% P/A) - TCAP Math

Year	All	IEP	White	Hispanic	Male	Female															
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th			
2012	91	88	73	X	69	X	94	89	80	X	X	50	91	89	70	92	87	77			
2013	92	90	74	63	X	45	97	89	74	X	X	X	92	90	73	91	90	74			
2014	82	84	72	48	44	X	82	89	72	85	69	X	85	85	70	80	83	75			

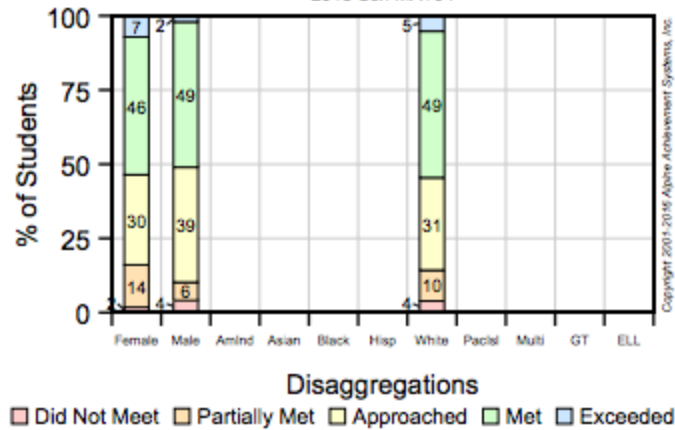
### 2015 PARCC Subgroup Performance



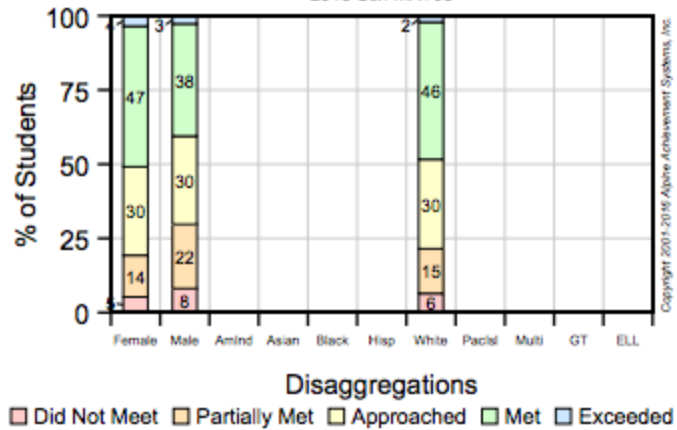
School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

PARCC - Performance Levels by Disaggregations - % of Students  
2015 Sch MAT04



PARCC - Performance Levels by Disaggregations - % of Students  
2015 Sch MAT05



#### 4. 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.

##### Academic Growth

- Academic growth in math shows an increase then decrease over a three-year period – Increased from 2012 (38 MGP) to 2013 (45 MGP) and decreased in 2014 (39 MGP).

##### Academic Growth Gaps

- Academic growth gaps in reading show a decrease then increase over a three-year period – Decreased from 2012 (43.8%) to 2013 (37.5%) and increased in 2014 (75%).
- Academic growth gaps in writing shows an increase then decrease in a three-year period – Increased from 2012 (31.3%) to 2013 (75%) and decreased in 2014 (50%).
- Academic growth gaps in math show an overall decrease over a three-year period – Decreased from 2012 (56.3%) to 2013 (50%) and decreased in 2014 (33.3%).

#### Priority Performance Challenges and Root Cause Analysis

**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 school's overall performance challenges.

**Root Cause:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, 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.

#### Priority Performance Challenge



#### Root Cause

Academic growth in math: Students have not made adequate growth in mathematics.



Math Alignment: Lack of curricular resources tightly aligned to Common Core State Standards in Math.

Math Intervention: Lack of research based targeted intervention program, progress

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monitoring tools, and scheduled intervention block in math.

Math PD: Lack of professional development in mathematical practices, math shifts, and supporting individual student needs.

Home/school connection: Lack of home/school connection in area of math

Growth gap in reading: Students with disabilities did not achieve adequate growth in reading.



ELA Alignment: Lack of curricular resources tightly aligned to Common Core State Standards in ELA.

ELA Intervention: Lack of research-based targeted intervention program in ELA

ELA PD: Lack of professional development in ELA shifts and supporting specific individual student needs.

Growth gap in writing: Students with disabilities and students needing to catch up did not achieve adequate growth in writing.



Writing Alignment: Lack of consistent expectations for writing across the curriculum and vertically across grade levels.

Growth gap in math: Students with disabilities, minority students, and students needing to catch up did not achieve adequate growth in mathematics.



Math Alignment: Lack of curricular resources tightly aligned to Common Core State Standards in Math.

Math Intervention: Lack of research based targeted intervention program, progress monitoring tools, and scheduled intervention block in math.

Math PD: Lack of professional development in mathematical practices, math shifts, and supporting individual student needs.

## Reflection on Priority Performance Challenges

### Academic Growth in Math

The 2014 one-year SPF indicates that Woodmen Hills Elementary meets overall academic growth expectations. State expectations for academic growth are met in reading and writing and approaching in mathematics. We are rated as "approaching" in academic growth in mathematics on the 1-year SPF. The median growth percentile in 2014 was 39 with an adequate median growth percentile of 37. While we made adequate growth, this continues to be an area of concern as the median growth percentile is not at least 45.

### Academic Growth Gaps

The 2014 one-year SPF shows that students at Woodmen Hills Elementary meet state expectations for academic growth gaps in reading, does not meet academic growth gaps in math, and approaching academic growth gaps in writing. Expectations for academic growth gaps are approaching for students with disabilities in reading, minority students in math, and students needing to catch up in writing. Expectations for academic growth gaps are not met in mathematics for students with disabilities, students needing to catch up in the area of math, and students with disabilities in writing.

In reading, we are rated as "meets" in academic growth gaps. Minority students and students needing to catch up have made adequate growth in reading. However, adequate growth for students with disabilities continues to be an area of concern. On the 1-year plan, the rating for this group was "approaching" with adequate growth of 47 and observed score of 46.

In writing, we are rated as "approaching" in academic growth gaps. Minority students have made adequate growth in writing. Students needing to catch up are "approaching" with adequate growth of 58 and observed growth of 47. Adequate growth for students with disabilities continues to be an area of concern. On the 1-year plan, the rating for this group was "does not meet" with adequate growth of 63 and observed growth of 39.

In Mathematics, we are rated as "does not meet" in academic growth gaps. Minority students are "approaching" with adequate growth of 36 and observed growth of 40. While adequate growth was made, this continues to be an area of concern as the median growth was below 45. Students with disabilities and students needing to catch up did not make adequate growth. Based on the 1-year plan, the rating for students with disabilities was "does not meet" with adequate growth of 55 and observed growth of 21. Based on the 1-year plan, the rating for students needing to catch up was "does not meet" with adequate growth of 77 and observed growth of 34.

While a 2015 SPF is not available, 2015 PARCC data continued to validate these results. Minority students, free/reduced lunch eligible, and students with disabilities underperformed all students.

## Reflection on Root Cause

Once priority performance challenges were established near the beginning of the 2015-2016 school year, the leadership team brainstormed explanations for performance challenges. A circle map was used to determine all possible causes of each performance challenge and ideas were sorted into natural themes. In the area of reading, there was a lack of professional development in ELA Common Core shifts and lack of resource alignment to standards. While our students benefit from Burst intervention, the lack of a research based computer adaptive intervention program to further personalize instruction was identified as a root cause. In the

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area of writing, there is a lack of consistent expectations for writing across the curriculum and vertically across grade levels. In mathematics, a lack of professional development in mathematical shifts and practices were identified as a root cause. Further, curricular resources were not tightly aligned to standards and there is a lack of targeted intervention support in mathematics. With the adoption of a new math curriculum, there is also a lack of home school connection to promote student success. With the release of PARCC scores, these root causes were validated and continue to be areas of focus. Further verification of root cause will come from the results of implemented changes and adjustment to instruction and evaluation in all content areas.

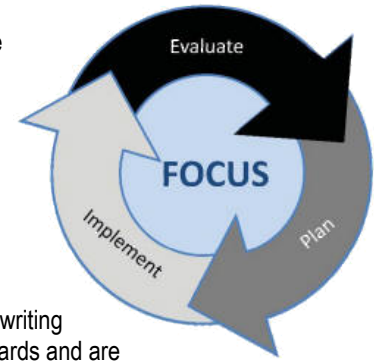
## 1. Summary/Conclusion

According to the 1-year 2014 SPF, Woodmen Hills Elementary is approaching or does not meet expectations in academic growth in math, growth gaps in writing, and growth gaps in math. While a 2015 SPF is not available, 2015 PARCC data continued to validate these results. Minority students, free/reduced lunch eligible, and students with disabilities underperformed all students. This was also validated using local data. Once priority performance challenges were established near the beginning of the 2015-2016 school year, the leadership team established root cause. Root causes included a lack of professional development, lack of intervention, lack of home school connection in mathematics, and lack of alignment to standards. With the release of PARCC scores, these root causes were validated and continue to be areas of focus.

## 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 *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Growth Gaps

Subject		R
Priority Performance Challenge		Growth gap in reading
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score to 750 in reading for our sub groups bringing them into the meets/exceeds expectations category for the 2015-2016 school year.
	2016-2017	Our goal is to increase our mean scale score by an additional 5% for our subgroups in reading for the 2016-2017 school year.
Interim Measures		DIBELS, common assessments, Beacon

Subject		M
Priority Performance Challenge		Growth gap in math
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score to 750 in math for our sub groups bringing them into the meets/exceeds expectations category for the 2015-2016 school year.
	2016-2017	Our goal is to increase our mean scale score by an additional 5% for our subgroups in math for the 2016-2017 school year.
Interim Measures		Common assessments, Beacon

Subject		W
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Priority Performance Challenge		Growth gap in writing
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score to 750 in writing for our sub groups bringing them into the meets/exceeds expectations category for the 2015-2016 school year.
	2016-2017	Our goal is to increase our mean scale score by an additional 5% for our subgroups in writing for the 2016-2017 school year.
Interim Measures		Common assessments

## Academic Growth

Subject		M
Priority Performance Challenge		Academic growth in math
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score in mathematics by 10% to 825 for all students for the 2015-2016 school year.
	2016-2017	Our goal is to increase our mean scale score in mathematics by 10% to 907 for all students for the 2016-2017 school year.
Interim Measures		Common assessments, Beacon

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Curricular Alignment

Ensure alignment of curricular resources to Common Core State Standards.

**Root Cause(s) Addressed:**

Math Alignment

ELA Alignment

Writing Alignment

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Jul. 2015 - Apr. 2016

**PD- CC Shifts**

**Description:**

Provide professional development in Common Core shifts and mathematical practices.

**Implementation Benchmarks:**

100% of classroom teachers will engage in professional development regarding the shifts in ELA common core by October 2015

100% of classroom teachers will engage in professional development in mathematical practices and shifts in mathematics through PLCs by April 2016

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	<p><b>Resources:</b> no cost</p> <p><b>Key Personnel:</b> Administration, Instructional Coach, Mathematics Consultant, Instructional Coach, Administration, Team Lead, Teachers, Interventionist</p> <p><b>Status:</b> In Progress</p>
<p>Dec. 2015 - May. 2016</p>	<p><b>ELA Curricular Materials</b></p> <p><b>Description:</b> Review and pilot ELA curriculum to select a primary ELA resource.</p> <p><b>Implementation Benchmarks:</b> 100% of staff will be trained in the shifts in Common Core and reflect on the instructional changes that need to take place by October 2015. Establishment of critical criteria and development a curriculum review tool by the ELA committee by November 2015 CDE recommended ELA programs will be reviewed using curriculum review tool by November 2015 All teachers will engage in vendor presentations and will submit their input by December 2015 ELA committee site visits and observation reflections will be shared with teams by December 2015 Two programs will be piloted and a determination will be made by admin with pilot teacher input by May 2016</p> <p><b>Resources:</b> ELA pilot programs (Benchmark and Wonders), \$10,000</p> <p><b>Key Personnel:</b> Administration, Zone CIA, Instructional Coach, Classroom Teachers</p>

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	<p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - May. 2016</p>	<p><b>Curriculum Mapping Math</b></p> <p><b>Description:</b> Engage in the curriculum mapping process in mathematics to ensure alignment of primary resource to CC standards and mathematical practices.</p> <p><b>Implementation Benchmarks:</b> 100% of teachers will engage in professional development regarding the curriculum mapping process by September 2015</p> <p>Completion of math curriculum map aligned to district instructional calendar</p> <p>Classroom observations indicate 100% fidelity to math curriculum maps on an ongoing basis</p> <p><b>Resources:</b> Dr. Nikki curricular support/maps- \$2000</p> <p><b>Key Personnel:</b> Administration Instructional Coach Classroom Teachers Team Leaders</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy: Interventions**

Provide research-based targeted interventions and professional development in supporting individual student needs to increase the number of students at benchmark and decrease the number of students with a significant reading deficiency.

**Root Cause(s) Addressed:**

ELA Intervention  
Math Intervention  
Math PD  
ELA PD

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Jul. 2015 - May. 2016

**ELA Intervention**

**Description:**

Implement research-based literacy intervention (Sonday) program in special education and intervention classes.

**Implementation Benchmarks:**

100% of intervention and SPED staff trained in Sonday program July 2015

Classroom observations and walkthroughs indicate 100% fidelity of implementation of Sonday/ Let's Play Learn during the 15-16 school year

**Resources:**

Sonday and Let's Play Learn intervention program- supported by SPED department

**Key Personnel:**

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	<p>Interventionist, SPED staff, Administrators</p> <p><b>Status:</b> In Progress</p>
Mar. 2015 - Mar. 2016	<p><b>Computer Adaptive Intervention Programs</b></p> <p><b>Description:</b> Implementation of computer-adaptive intervention programs and technology to enhance student differentiation and personalize learning.</p> <p><b>Implementation Benchmarks:</b> All teachers are trained in the MobyMax program and reporting prior to the beginning of the school year. Classroom observations demonstrate that available classroom technology is used to differentiate student learning.</p> <p><b>Resources:</b> Subscription \$699</p> <p><b>Key Personnel:</b> Administrators, Instructional coaches, classroom teachers</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - Mar. 2016	<p><b>PD- Literacy and Intervention</b></p> <p><b>Description:</b> Provide in-depth reading instruction training and dyslexia training for general education teachers.</p> <p><b>Implementation Benchmarks:</b> 80% of new teachers will take CDE Reading Foundations course.</p>

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	<p>One teacher per grade level (K-3) will engage in a Dyslexia professional development opportunity on November 6th at DU.</p> <p><b>Resources:</b> Dyslexia training at DU- \$100 per teacher (\$600) Reading Foundations Training CDE- \$0</p> <p><b>Key Personnel:</b> Administrators, Instructional coach, classroom teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - Feb. 2016</p>	<p><b>Parent Partnerships in Math</b></p> <p><b>Description:</b> Increase parent and family partnership opportunities to leverage parent participation/support in mathematics. This will be accomplished through a family math night and the development of a math parent resource support website. Parent letters providing additional information/supports will be sent to parents at the beginning of each module.</p> <p><b>Implementation Benchmarks:</b> Completion of family math night/ parent feedback regarding family math night Eureka parent letters sent home at the beginning of each module to inform parents of upcoming content and provide strategies and additional support. Completion of math resource web-page to provide parents with supports, resources, links, and relevant activities. Increased parent involvement/partnerships in the application of real-world mathematics concepts through the design and development of the school/community garden.</p> <p><b>Resources:</b> Eureka Math Parent support pages Dr. Nikki blog and curriculum maps for supplemental activities and websites</p>

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School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

**Key Personnel:**

Administration, Instructional coach, classroom teachers, technology teacher

**Status:**

In Progress

**Major Improvement Strategy:** Professional Development

Increase knowledge of Common Core shifts and implementation of research-based instructional strategies.

**Root Cause(s) Addressed:**

ELA PD

Math PD

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

☒ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Jul. 2015 - Apr. 2016

**PD- CC Shifts**

**Description:**

Provide professional development in Common Core shifts and mathematical practices.

**Implementation Benchmarks:**

100% of classroom teachers will engage in professional development regarding the shifts in ELA common core by October 2015

100% of classroom teachers will engage in professional development in mathematical practices and shifts in mathematics through PLCs by April 2016

**Resources:**

no cost

**Key Personnel:**

Administrators, Instructional coach, classroom teachers, ELA committee

School Code: **9706**

School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

	<p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>PD Instructional Strategies</b></p> <p><b>Description:</b> Increase the use of high yield teaching strategies to strengthen the effectiveness of core instruction.</p> <p><b>Implementation Benchmarks:</b> All teachers will engage in 3 day Classroom Instruction that Works professional development through McREL. Follow-up professional development provided by instructional coach.</p> <p><b>Resources:</b> Classroom Instruction that Works- McREL- \$12,000</p> <p><b>Key Personnel:</b> Administrators, Instructional coach, classroom teachers, CIA administrator</p> <p><b>Status:</b> In Progress</p>

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

## **BOARD OF EDUCATION AGENDA ITEM 5.b**

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Rachel Duerr, Health & Wellness Coordinator
<b>TITLE OF AGENDA ITEM:</b>	School Health Improvement Plans
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The School Wellness Policy ADF states “The Wellness Advisory Council will communicate with the Chief Education Officer to integrate this Wellness Policy into each schools’ unified improvement plans.” To meet this requirement, the school wellness co-leaders will submit copies of their School Health Improvement Plans (SHIPs) following the same deadlines as the Unified Improvement Plans.

**RATIONALE:** All schools have SHIPs based on their assessment, needs and school priorities. The SHIPs must focus on one of the ten components of the Whole School, Whole Community, Whole Child model. The ten components include: Family Engagement, Community Involvement, Health Education, Physical Education and Physical Activity, Health Services, Nutrition Environment and Services, Counseling, Psychological and Social Services, Physical Environment, Social and Emotional Climate, and Health Promotion for Staff.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Information item for the board of education to show the progress of SHIPs for each school. Research shows a link between health outcomes and the academic success of students.

### **IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	District 49 has received national and state level recognition for our work around healthy schools as well as a number of outside grants to support our work.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Family Engagement and Community Involvement are two components of the WSCC model and many schools include these in their SHIPs.
<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	SHIPs provide the framework for each school to focus on continuous improvement around school health.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	School health teams have autonomy to develop health improvement strategies aligned with the mission, vision and needs of the school.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Research shows a link between health outcomes and the academic success of students.

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

**APPROVED BY:** Peter Hilts, CEO

**DATE:** March 11, 2016



## Healthy Schools Successful Students School Health Improvement Plan (SHIP)

### ***What is the School Health Improvement Plan (SHIP)?***

The School Health Improvement Plan (SHIP) is a school's one-year work plan to address the school's health need(s). The following provides guidance for completing each component of a SHIP.

### ***What is a SMART objective?***

Well-written objectives always answer the following question: WHO is going to do WHAT, WHEN, and TO WHAT EXTENT? They should describe participants, actions or interactions, and activities.

- **Specific:** Who? (Target Population) and What? (Action/Activity)
- **Measurable:** How much change is expected?
- **Attainable:** Can it be realistically accomplished given current resources and constraints.
- **Relevant:** Does it address needs and proposes reasonable action steps to lead to desirable results.
- **Time-phased:** Does it provide a timeline indicating by when the objective will be met.

### ***What data will you collect to show you achieved your SMART objective?***

Data collected should show evidence that you successfully met or made progress towards meeting the SMART objective. Data can be qualitative (e.g., student reactions) or quantitative (e.g., student grades or results from an assessment.) Generally speaking, data are collected to get a baseline and then again after a plan has been implemented. Make sure to include data collection activities when writing the SHIP's action steps.

### ***What are Action Steps?***

Action steps are the activities that are needed to implement the SHIP and reach the stated SMART objective. When writing action steps, start them with a verb. Make sure to complete all sections, including person(s) responsible, timeline of when the action step will be completed (make sure everything is not due at the same time), and budget needed. Make sure that tasks and responsibilities are spread across the team and that one person is NOT doing all the work. All SHIPs should include the following action steps:

- a. Meeting with your school health team
- b. Work on your school/district wellness policy (e.g., assessing, communicating, revising, implementing, etc.)

### ***Things to Remember***

1. Focus the SHIP on your school's needs identified through the School Health Index.
2. Get input from other individuals in your school on how best to address your school's health needs.
3. The SHIP is developed for one year. Don't try to take on everything at once.
4. Meet regularly with your school health team and monitor SHIP progress.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - Evans International Elementary School - Physical Activity

**Date:** 9/10/15

<b>School Name:</b> Evans International Elementary <b>Co-leader Name(s):</b> Bryan Mickelson, Kara Woolery <b>Principal:</b> Michelle Slyter				
<b>SMART Objective (desired change): #1</b>  Evans Elementary will increase daily physical activity level through before school, after school and in class activities. At least four after school activities that will include 100 students and two before school activities that will include at least 50 students will be held. All students (650) will be involved in in-class activity breaks between August 2015 and May 2016.				
<b>What data will you collect that will indicate the objective has been achieved?</b>  Students must enroll for each activity. Enrollment forms will serve as the data collection for this objective. The following data points will be collected: <ul style="list-style-type: none"> <li>● # of participants enrolled             <ul style="list-style-type: none"> <li>○ Fall walking club: 30 students</li> </ul> </li> <li>● # of sessions offered</li> <li>● # of additional minutes of physical activity provided</li> <li>● # of weekly minutes of in-class activity breaks</li> </ul>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Plan for and facilitate after school activity sessions that include a variety of PE lessons	October 2015 - April 2016	Bryan Mickelson	\$100 (2xAssistPr	X

<ul style="list-style-type: none"> <li>- Grade 3-5 Q2</li> <li>- Grade K-2 Q2</li> <li>- Grade 3-5 Q3</li> <li>- Grade K-2 Q3</li> </ul>			o Pull-Up - \$49.95 ea) to expand offerings	
Plan for and facilitate before school walking club	August 2015 - May 2016	Brandy Fowler	\$0	Ongoing
Conduct in-class activity breaks <ul style="list-style-type: none"> <li>- GoNoodle</li> <li>- Morning announcements student-led activity</li> </ul>	August 2015 - May 2016	Classroom Teachers	\$0	Ongoing
Meet with school health team to identify and plan activities for the remainder of the school year	Bi-Monthly	Bryan Mickelson, Kara Woolery, Jenny Breeding, Tiffany Geare, Cissilee Shapiro	\$0	Ongoing
Collect Data	Quarterly for Kaiser	Bryan Mickelson		Ongoing

Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - EES Health Education

Date: 9/10/15

School Name: Evans Elementary				
Co-leader Name(s): Kara Woolery and Bryan Mickelson				
SMART Objective (desired change): #2  From September 2015 through May 2016, 100% of Evans Elementary students will be taught about hydration needs and will be provided with new winter jackets.				
Outcomes : <ul style="list-style-type: none"> <li>● # of gallons of water used by hydration stations</li> <li>● % of classes taught hydration lesson</li> <li>● # of students to receive a jacket</li> <li>● Feedback from teachers and counselor</li> </ul>				
Action Step	Timeline	Who is Responsible	Cost	Completed
Purchase and installation of hydration stations	October 2015	Bryan Mickelson	Funded through Medicaid - \$1557.24	x
Teach lesson on hydration	October 2015 - May 2016	Bryan Mickelson, Kara Woolery	\$0	Ongoing
Hold "Coats for Kids" Fundraiser	October 2015	Kara Woolery	Funded through donations	x
Collect data	April 29, 2016			

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

**We offer a Backpack program for families in need of extra food over weekends and holidays. This is part of the Send Hunger Packing Program that we work with Care and Share to supply the food for 13 families weekly and then 14 families over longer breaks with additional boxes of food. We also work with community resources to supply 15 families with food baskets, which consists of entire meal items for Thanksgiving and Christmas. Evans participates in the Care and Share Food drive which we changed the name this year to include food, money and clothing to help out many of our families in need to provide the additional food for our Send Hunger Packing,**

Christmas food baskets, and coats. Few years ago Evans was fortunate to have 150 coats donated to us, since that time we have found community donors to help us keep being able to supply warm coats to our students in need. We also use the some of the money raised from our Evans Food and Clothing Drive to help supplement the coats we disperse. Since Evans is a low-income school we work a lot with outside agencies to help supply food, clothing and medical/mental health services free of charge. We had over 45 students participate in the Operation School Bell this year, which is a community agency that supplies students in need with free clothing. We also have a staff toy drive at Christmas time to help provide at least one present for over 100 students. Evans is very happy to have a morning breakfast program, which serves over 100 students daily. With this program we are able to have any student who qualifies for free and reduced lunch to receive free breakfast daily. At breakfast and lunchtime we do recycle our students' drinks and fruit that they do not want to eat or drink and distribute these good to our backpack families for fruit and drinks over the weekend. Extra food that we also have serves also to help out our Homeless population with free snacks daily. We also work with community agencies to our families in need of assistance with paying utilities, cable, internet and computer access. Evans health department offers various health and wellness classes to students K-5 throughout the year to cover dental hygiene, free vision and hear screenings, growth and development, personal care. With these programs students receive free supplies and educational information for parents. If there is student with vision, hearing or dental concerns our health department is able to provide free vouchers if needed. We also work closely with Falcon Health Clinic to refer families for free medical care and also mental health concerns. The counselor at Evans also works closely with various outside mental health facilities, agencies and staff to ensure that student mental health concerns and needs are being met as needed. Due to our student needs we also work with outside hospitals and staff to provide a healthy and safe school environment for our students who need extra precautions to ensure their health and wellness. We do also have outside staff come in to educate our staff and students on critical care situations and provide families with tips and information to unsure all student health and wellness. If a need arises for students needing extra adult attention and support, referrals are made to Big Brother and Big Sisters Sports Buddies program. As a school Evans participates in Pennies for Patients program in which half the proceeds goes to our own leukemia families and the other half goes to the local Leukemia and Lymphoma society here in the Springs. To further help out our families in need we do supply scholarships for student who want to participate in the after school actives but cannot pay for it. As a school we try to have any child who wants to be involved in activities to be able to participate regardless of finances so we wave their fees. **In the beginning of February, the Fun Run Boostathon was held for all K-5 students. A school vegetable garden is being planted.**

## Falcon D49 School Health Improvement Plan (SHIP) – FES – Staff Wellness

<b>Healthy Schools Successful Students: School Health Improvement Plan - Staff Wellness</b> <b>Date: 09/10/15</b>				
<b>School Name: Falcon Elementary School</b> <b>District Name: D49</b>  <b>Co-leader Name(s): Melissa Ardolf and Kirin Kinder</b> <b>Principal Name: Malinda Keck</b>				
<b>SMART Objective (desired change):</b> By May 2016, FALCON ELEMENTARY School Health Team will implement and/or continue a minimum of 3 initiatives to INCREASE STAFF WELLNESS for at least 50% of the FES staff population of 47.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Data specific to Objective <ul style="list-style-type: none"> <li>• # of staff wellness programs offered - 3</li> <li>• # of staff participating in staff wellness events             <ul style="list-style-type: none"> <li>o Maintain Don't Gain Challenge - # 12</li> <li>o Laughaceuticals- was held January 16th on a PD day (25 certified staff members)</li> <li>o Staff Wellness Week in April (all 47 staff members)</li> </ul> </li> <li>• Wellness week Pre (baseline evaluation ) &amp; Post Survey results</li> <li>• Smart source money received ( 300.00) spent on incentives for staff, which are lunch kits with measuring spoons and cup.</li> </ul>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step</b>

	(By When)			Completed
Promote and participate in the Maintain Don't Gain Challenge from October- January promoting weight maintenance and/or loss. Monthly, mid challenge and overall prizes are awarded.	January 2016	CSH Team FES Administration	N/A- through district Cigna wellness fund	In progress
Create and distribute a "Spring Break Wellness Checklist" that offers fun healthy ideas to do over spring break; offer incentive for staff that can mark off a certain number - pre and post stress questionnaire will be handed out before spring and after spring break. Will post results of data from the spring break checklist and stress questionnaire.	April 2016	CSH Team	N/A	
We will present a Laughaceuticals presentation through Kaiser Permanente during one of our staff meetings or staff professional days.	January 16, 2016	Melissa Ardolf, Kirin Kinder	N/A	
Collect data from wellness check list and hand out incentive prizes.	by April 29, 2016	Melissa Ardolf, Kirin Kinder	N/A	
Submit a success story	by April 29, 2016	Melissa Ardolf, Kirin Kinder	N/A	

## Falcon D49 School Health Improvement Plan (SHIP) – FES - Physical Activity

<b>Healthy Schools Successful Students: School Health Improvement Plan - Physical Activity</b> <b>Date: 09/10/15</b>				
<b>School Name: Falcon Elementary School</b> <b>District Name: D49</b>  <b>Co-leader Name(s): Melissa Ardolf and Kirin Kinder</b> <b>Principal Name: Malinda Keck</b>				
<b>SMART Objective (desired change):</b> By May 2016, the FALCON ELEMENTARY School Health Team will implement and/or continue a minimum of 5 initiatives to INCREASE PHYSICAL ACTIVITY for at least 50% of the FES student/staff population of 302.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Data specific to Objective <ul style="list-style-type: none"> <li>• # of physical activity programs offered- 5</li> <li>• # of student participating in physical activity events -             <ul style="list-style-type: none"> <li>o Winter: Walking Club: February- March, 10 sessions (number of participants to be determined) Currently we have 20 students on average and 5 parents attending twice a week</li> <li>o Go Noodle: Whole school- all year- 302 students and 15 teachers have completed Go Noodle every day for 5 minutes</li> <li>o Fall - Dance Club/Yoga: November- December, 8 sessions- 15 students (average) and two adults per session attended two times a week</li> </ul> </li> </ul>				

<ul style="list-style-type: none"> <li>o Spring - Tennis Club: April- May, 4 sessions for one hour (number of participants to be determined)</li> <li>o Fall - Disc Golf - September- October, 8 sessions (16 students, 3 parents, and 3 staff for each session)</li> <li>o Recess equipment - packs for each grade level and FRED recess cart (Fun Recess Every Day) - (302 students are enjoying FRED at lunch recess daily)</li> <li>o Fred Junior is being used in the afternoon recess for all grades (302 students are enjoying this daily as well)</li> </ul>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
<b>2015- 2016</b>				
Purchase recess equipment bags for each classroom, as well as a water bottle for each student through Medicaid.	September, 2015	Melissa Ardolf	Medicaid - \$545.98 recess packs \$314.77 water bottles	Yes
Created free before/after school physical activity calendar options for students (walking club, dance, disc golf and indoor tennis).	August 15, 2015	Melissa Ardolf, Kirin Kinder	N/a	Yes
Complete Medicaid application	August, 2015	Melissa Ardolf, Kirin Kinder	\$	Yes
Collect data	Quarterly as required by Kaiser Permanente grant	Melissa Ardolf, Kirin Kinder	N/A	
Submit success story	by April 29, 2016	Melissa Ardolf, Kirin Kinder	N/A	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Denver Museum of Nature & Science - The Good, The Bad, & The Ucky Health Education Presentation 11/6 - all students attended 2 sessions K-2, 3-5, Medicaid Grant paid \$250 for 2 sessions, Healthy Schools Grant paid \$115.50 for travel fee.

Fuel up to Play 60 assembly was February 10, 2016- All students and staff attended and was a free assembly to promote healthy eating and 60 minutes of physical activity.

Kaiser's presentation of Health Team 4 will be held for the whole student body on Dec. 8, 2015. Free program.

Boosterthon fun run was held September 24, 2015 at Falcon Elementary. Staff, students and parents participated.

## Falcon School District #49: School Health Improvement Plan (SHIP) - FHS Staff Wellness/Nutrition

**Date: revised - December 18, 2015**

<b>School Name:</b> Falcon High School <b>Co-leader Name(s):</b> Greg Morris, Cheryl Allen <b>Principal:</b> Cheryl DeGeorge				
<b>SMART Objective (desired change):</b> By May 2016, 100% of staff at Falcon High will receive nutrition education through monthly electronic newsletters & have 35% response rate by May 2016.				
<b>What data will you collect that will indicate the objective has been achieved?</b> <ul style="list-style-type: none"> <li>• # of Newsletters sent -</li> <li>• # of Participants - email approx 100 to "all FHS"</li> <li>• # of Participants answering nutrition question - create piece to elicit response</li> </ul>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget</b>	<b>Action Step Completed</b>
<b>#1 Develop monthly nutrition newsletter focusing on current recent and trends in regards to nutrition. Email out newsletter to all staff monthly with nutrition question.</b>	per month starting Dec 2014	Cheryl Allen	\$ 0.0	Started Jan 2016
<b>#2 Collect Data</b>	Jan 2015- May 2016	Cheryl Allen	\$ 0.0	logging response to e-mails
<b>#3 1st 3 to respond each month get to pick from \$1 prize bin</b>	Jan 2014- May 2016	Cheryl Allen	\$0.00	purchased last year
<b>#3 Continue monthly for Jan 2016- May 2016</b>	Dec 2014- May 2016	Cheryl Allen	\$ 0.0	comes out about the 15th of month

## Falcon School District #49: School Health Improvement Plan (SHIP) - FHS Staff/Student Wellness/Health Education

**Date: revised Dec 18, 2015**

<b>School Name:</b> Falcon High School <b>Co-leader Name(s):</b> Greg Morris, Cheryl Allen <b>Principal:</b> Cheryl DeGeorge				
<b>SMART Objective (desired change):</b> Encourage more staff and students to join the "workout exhaustion club" which meets 2 days each week after school to exercise. (Name in progress). Encourage staff wellness.				
<b>What data will you collect that will indicate the objective has been achieved?</b> <ul style="list-style-type: none"> <li>• Chart # of Staff/students participating each week going forward.</li> <li>• Chart # of responses to emails sent monthly</li> <li>• Not sure how to collect data for Pump it Up Falcon</li> </ul>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget</b>	<b>Action Step Completed</b>
Lead Exercise Group	Weekly through May 2016	Greg Morris	\$0.0	
Create Excel chart for Exercise Group	Jan 8, 2016	Cheryl Allen	\$0.0	
Create Excel chart for Newsletter tracking	Jan 8, 2016	Cheryl Allen	\$ 0.0	
Speak with MH & SLIC about grant money	Jan 8, 2016	Cheryl Allen & Greg Morris	\$0.0	

<b>Purchase bluetooth speaker for music for growing group exercise</b>	<b>Jan 31, 2016</b>	<b>Greg Morris</b>	<b>\$100.0</b>	<b>Done 1/26/16</b>
<b>Have a booth at Pump It Up Falcon - work with HOSA students who do the blood pressure checks and organize event.</b>	<b>Feb 2016</b>	<b>Cheryl Allen</b>		

**Other activities, programs, and/or initiatives that support Coordinated School Health:**

In the planning stages:

- 1) Lending library for workout DVD's for staff - have one DVD & set Yoga card
- 2) "Staff appreciation week"
- 3) "health lunch hour" through a local chiropractor
- 4) Contact PE staff to see if will set up a "check out our facilities - you can use them to work out" time for staff.  
Possibly in place of a blood pressure check one month.
- 5) We plan to be a part of "Pump it up Falcon" again with a booth about nutrition

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - FMS Staff Wellness

**Date:** 11/23/15

**School Name:** Falcon Middle School

**Co-leader Name(s):** Samantha Cates, Jedd Sims

**SMART Objective (desired change):**

FMS staff will participate in an after school training program to increase their knowledge of weight training and fitness and learn a variety of examples for creating personal fitness programs.

**What data will you collect that will indicate the objective has been achieved?**

Staff will complete an optional survey at the end of the training, letting us know what they learned, found interesting, how they will implement what they learned into their everyday lives.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Define needs (equipment, program folders, building use, etc.)	By Dec. 11, 2015	PE teachers	?	no
Inform staff of the opportunity via email.	by January 22		n/a	no
Launch training program	2nd semester	PE teachers		no

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - FMS Nutrition

Date: 11/19/15

School Name: Falcon Middle School

Co-leader Name(s): Samantha Cates, Jedd Sims

Principal: Brian Smith

## SMART Objective (desired change):

To improve nutrition habits of staff by offering affordable and healthy lunch salads that are packaged and delivered. By the end of the 2015-16 school year, we hope to have at least 10% of our staff accessing this.

## What data will you collect that will indicate the objective has been achieved?

Initially, we will use data from nutrition services to see current numbers of participants. During the 2<sup>nd</sup> semester we will take some follow up numbers.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Conduct initial survey and request data from nutrition services	in progress	Belinda White Samantha Cates	n/a	Yes
Make sure all staff is informed of this opportunity via email	Have already done	WSSC committee	n/a	Yes
Collect Follow Up Data	2nd Semester	Belinda White Samantha Cates	n/a	No

Describe other activities that support and further the health and wellness of students, staff, and family in your school: allow water in classrooms, increase after school activity options (walking club, etc.), post health info resources in lounge, email monthly health related articles to staff,

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - HMS Staff Wellness & Garden

**Date:** 9/22/15

<b>School Name:</b> Horizon Middle School <b>Co-leader Name(s):</b> Suzanne Lord and Janna Thornsby <b>Principal:</b> Dustin Horras				
<b>SMART Objectives (desired change):</b> <ol style="list-style-type: none"> <li>1. Zumba class held in the evenings (10/26, 11/9, 11/30, 12/7), which is open to staff (school &amp; Zone) and community members, to encourage active lifestyle.</li> <li>2. Continuing Brain Break Training for Staff</li> <li>3. 50% of Staff will attend training on how to incorporate the school garden into their curriculum</li> <li>4. Increase Staff physical activity through a school wide step challenge</li> </ol>				
<b>What data will you collect that will indicate the objective has been achieved?</b> <ol style="list-style-type: none"> <li>1. Track the number of attendees at each class.</li> <li>2. List of Staff at the Staff meeting on August 21.</li> <li>3. # of staff at garden training</li> <li>4. Information shared through the Community Group on Fitbit.com</li> </ol>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Brian Break Training for Staff to encourage use of brain breaks in classroom including current research and examples of brain breaks (continuing goal)	By staff meeting on 8/21	Courtney DeMatteo	n/a	yes
Advertise Zumba class on the school Website and put it on the calendar.	9/30	Liz Dazell- Wager	n/a	yes

School Garden Training	TBD		n/a	
School Garden Supplies	11/1	Suzanne Lord/William Yerger	\$99.44	yes
Recruit staff to participate in the school wide step challenge. Track steps and encourage participant.	Feb./March 2016	Suzanne Lord	no	yes
Collect Data	April 30, 2016	Suzanne Lord	n/a	
Submit Success Story	April 30, 2016	Suzanne Lord	n/a	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Maintain Don't Gain Staff Wellness Challenge: 10 Participants

Added evening Zumba classes in Feb. which were open to public  
School Wide Step Challenge: 20 Participants as of 2/29/16

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - MRES Staff Wellness

Date: 9/10/15

School Name: Meridian Ranch

Co-leader Name(s): Mike Burgamy and Stephanie Kelkenberg

**SMART Objective (desired change):** All staff that participated in the Fitbit Challenge will receive a new battery for their Fitbit Zip. Staff will continue to use their Fitbits for the Maintain Don't Gain district challenge as well as the Meridian Ranch Fitbit Challenge taking place from February 1st through March 11th.

**What data will you collect that will indicate the objective has been achieved?**

Compare data from the Fitbit group MRES Bulldogs

1. Compare steps in January (before the challenge) and February (during the challenge)
2. Survey challenge participants through a Survey Monkey survey to see how the challenge affected their health and physical activity habits

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
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Promote Fitbit Zip for new staff/staff who did not participate in previous Fitbit Challenge	11/2/15	Co-Leaders	Paid for through District Cigna Staff Wellness Funds	Yes - 6 staff received
Order CR2025 batteries from Amazon	11/16/15	Mike Burgamy	\$26.20	Yes
Distribute batteries to staff with Fitbit Zips	11/29/15	Mike Burgamy/Melinda Snavley	\$0	Yes
E-mail staff to announce Fitbit Challenge	1/22/16	Stephanie Kelkenberg	\$0	
Buy Fitbit Challenge prizes	2/1/16	Stephanie Kelkenberg		
Collect data and feedback from participants by sending out a survey through SurveyMonkey	4/29/16	Stephanie Kelkenberg	\$0	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

- **Landsharks Running Club**-Running club that includes about 60 students that participate in a 12 week program with a total of ten practices and three track meets at the end of the season. Students learn how to run up to 1.5 miles, do warm up activities, and character education.
- **Girls on the Run**-Running club for girls that culminates in the girls running a 5K. The participants also learn self confidence, healthy habits, and self esteem.

**Participant Feedback**

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - MRES Hydration Station

Date: 9/10/15

<p><b>School Name:</b> Meridian Ranch</p> <p><b>Co-leader Name(s):</b> Mike Burgamy and Stephanie Kelkenberg</p> <p><b>Principal:</b> Kim Leon</p>				
<p><b>SMART Objective (desired change):</b> All students (100%) will have access to a filtered Water Bottle Filling Station located in the main hallway at Meridian Ranch during fourth quarter of the school year. Teachers will allow students to visit the station at least one time during the school day to refill their water bottles.</p>				
<p><b>What data will you collect that will indicate the objective has been achieved?</b></p> <p>All 3rd-5th grade students were taught a lesson on hydration titled <u><a href="#">It's Great to Hydrate</a></u> on the Nestle Waters Australia website. They were given a pre and post-test that included ten true/false questions from the link below called Jimmy's Thirsty.</p> <p><u><b>Test Results</b></u> (All grades scores were averaged)<u><a href="https://www.healthyactivekids.com.au/teachers/online-games/jimmys-thirsty/">https://www.healthyactivekids.com.au/teachers/online-games/jimmys-thirsty/</a></u> Pre-test=68% Post-test=88%</p> <p><u><b>Jimmy's Thirsty Link</b></u> <u><a href="https://www.healthyactivekids.com.au/teachers/online-games/jimmys-thirsty/">https://www.healthyactivekids.com.au/teachers/online-games/jimmys-thirsty/</a></u></p>				

<p><u><b>Feedback</b></u></p> <p>“Just wanted to thank you for the new hydration station. My kids love it and filled up several times today! Thanks for getting them excited about healthy things like drinking enough water!” (MRES Parent)</p> <p>“The students are loving the fountain!” (MRES Teacher)</p>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Work with our head custodian Ben to get a price quote from the manufacturer for the water filling station and an installation quote from D49 facilities	<b>10/05/15</b>	<b>Mike Burgamy</b>	<b>\$0</b>	<b>Yes</b>
Submit a grant request to the MRES PTA for \$700 to be used to purchase a portion of the water bottle filling station	<b>11/14/15</b>	<b>Mike Burgamy</b>	<b>\$0</b>	<b>Yes</b>
Order water filling station from Winnelson Company	<b>3/18/16</b>	<b>Mike Burgamy</b>	<b>\$1,187.50</b>	
Order an extra filter	<b>5/20/16</b>	<b>Mike Burgamy</b>		
Teach a lesson in PE on hydration for all MRES students	<b>4/29/16</b>	<b>Mike Burgamy</b>	<b>\$0</b>	
Pre and post assessment	<b>4/29/16</b>	<b>Stephanie Kelkenberg</b>	<b>\$0</b>	
Submit success story	<b>4/29/16</b>	<b>Stephanie Kelkenberg</b>	<b>\$0</b>	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

- **Apex Fun Run-**A team of four from Apex spends two weeks on our campus to teach the students character lessons and build the hype for the Fun Run. Students have friends and family pledge to donate money for each lap they run during the event. Students run on a 1/16th mile track and can run up to 59 laps!
- **Jump Rope for Heart-** Students raise money for the American Heart Association and jump rope to celebrate their healthy hearts! Our event takes place in PE during their normal Perspectives time and we talk about nutrition, healthy choices, and heart healthy habits.
- **Pedometer Check Out Program-**teachers are able to check out a class set of pedometers to use for up to one week. The goal is to make teachers and students aware of their physical activity throughout the day. Teachers will also receive a lesson plan book with 52

cross-curricular lessons that integrate subjects such as math, science, social studies, language arts, and writing . Our goal is for students and teachers to add more physical activity (brain breaks and movement opportunities) to their daily classroom routine, while integrating physical activity and core subjects!

- **Nutrition Education in PE:** Mike Burgamy submitted a Medicaid grant for \$889 to purchase nutrition education materials to support integration of nutrition in PE.

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) – OES Physical Activity

**Date:** 9/10/15

<b>School Name:</b> Odyssey Elementary  <b>Co-leader Name(s):</b> Beth Drake and Mark Breeding <b>Principal:</b> Sarah McAfee				
<b>SMART Objective (desired change):</b>  75-100% of Odyssey Elementary students will participate in in-class movement breaks throughout the school day to total at least 35 minutes per week, September 2015 – May 2016.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Data from the Kaiser Permanente Surveys tracking classroom active movement minutes per- week, through GoNoodle and other fitness resources.  Quotes/success stories from staff - Students are excited to participate and move within the classroom and request favorite dances.				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Medicaid application for coordination and active learning supplies for SPED classes	8/15	Marla Bala	\$347.10 Medicaid Grant	x
Send reminder email to staff member	9/10/15	Mark Breeding/ Admin	\$0	x
Data tracking begins	9/14/15	surveyed teachers	\$0	
		Mark Breeding		

<b>Encourage participation – Weekly prizes/ t-shirts for staff members who participate in Kaiser survey</b>	as needed		<b>\$375 Kaiser Permanente Grant</b>	
Mid Year survey results/data collection	12/17/15	Rachel Duerr/Mark Breeding	\$0	
Submit success story	4/29/16	Mark Breeding/Beth Drake	\$0	
End of the Year survey results/data collection	5/25/16	Rachel Duerr/ Mark Breeding	\$0	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

**\*We participate in the Operation School Bell this year, which is a community agency that supplies students in need with free clothing.**

**\*We also have a staff toy drive at Christmas time to help provide at least one present for over 100 students.**

**\*Odyssey is very happy to have a morning breakfast program, which serves about 100 students daily. With this program we are able to have any student who qualifies for free and reduced lunch to receive free breakfast daily.**

**\* Odyssey health department offers various health and wellness classes to students K-5 throughout the year to cover dental hygiene, free vision and hear screenings, growth and development, personal care. With these programs students receive free supplies and educational information for parents. We also work closely with Falcon Health Clinic to refer families for free medical care and also mental health concerns.**

**\*The counselor at Odyssey also works closely with various outside mental health facilities, agencies and staff to ensure that student mental health concerns and needs are being met as needed. Due to our student needs we also work with outside hospitals and staff to provide a healthy and safe school environment for our students who need extra precautions to ensure their health and wellness. We do also have outside staff come in to educate our staff and students on critical care situations and provide families with tips and information to ensure all student health and wellness.**

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) – OES – Staff Wellness

**Date:** 11/16/15

<b>School Name:</b> Odyssey Elementary <b>Co-leader Name(s):</b> Beth Drake and Mark Breeding <b>Principal:</b> Sarah McAfee				
<b>SMART Objective (desired change):</b>  50% of Odyssey Elementary staff will participate in physical activity challenges that encourages healthy living throughout the school year September 2015 – May 2016.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Data from Fitbit tracking steps and Maintain Don't Gain Challenge, and other challenges that may occur. <ul style="list-style-type: none"> <li>• Maintain Don't Gain: 13 staff participating</li> </ul> Quotes/success stories from staff -				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>Introduce fitness challenges at staff meeting</b>	<b>8/1/15</b>	<b>Mark Breeding / Beth Drake</b>	<b>\$0</b>	<b>x</b>
<b>Send reminder email to staff member</b>	<b>9/10/15</b>	<b>Mark Breeding/ Beth Drake/ Diane Neff</b>	<b>\$0</b>	<b>x</b>
<b>Data tracking begins</b>	<b>9/14/15</b>	<b>Diane Neff</b>	<b>\$0</b>	<b>x</b>
<b>Encourage participation – Weekly prizes/ t-shirts for staff members who participate in step challenge</b>	<b>as needed/ weekly</b>	<b>Mark Breeding, Diane Neff</b>	<b>\$0</b>	<b>x</b>

<b>Data collection</b>	As needed	Rachel Duerr/Mark Breeding/Diane Neff	\$0	
<b>Submit success story</b>	4/29/16	Mark Breeding/Beth Drake	\$0	
End of the Year survey results/data collection Step Challenge #1-Aug-Oct <u>26</u> participants <u>50%</u> Step Challenge #2 Oct-Dec <u>31</u> participants <u>60%</u> Step Challenge #3 Jan-Mar. <u>27</u> participants <u>53%</u> Step Challenge #4 Apr-May TBD	5/25/16	Rachel Duerr/ Mark Breeding/Diane Neff	\$0	

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)- Patriot Learning Center Wellness Team

**Date:** December 2, 2015

<b>School Name:</b> Patriot Learning Center <b>Co-leader Name(s):</b> Amanda Ortiz-Torres and Greg Cox Principal: Steve Oberg				
<b>SMART Objective (desired change):</b> From September 2015 - May 2016, the PLC Health and Wellness Committee will have a representative Whole School, Whole Community, Whole Child Health Team that meets a minimum of 6 times a year and has 2 co-leaders.				
<b>What data will you collect that will indicate the objective has been achieved?</b> - Meeting agendas, members in attendance and meeting minutes. - Meeting calendar is established (6 meetings total for the 2015/2016 school year). - 2 School Health Improvement plans (SHIPs) have been started and will be completed by January to proceed with the implementation phase.				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>PLC Health and Wellness Committee will consist of 2 co-leaders and members representing the 10 components of the Whole School, Whole Community, Whole Child</b>	<b>September 2015</b>	<b>Ortiz-Torres Cox</b>	<b>\$0</b>	<b>Yes</b>
<b>Establish a monthly meeting calendar, agendas, sign-in sheets.</b>	<b>October 2015</b>	<b>Ortiz-Torres Cox</b>	<b>\$0</b>	<b>Yes</b>
<b>Develop a communication for the school which will promote PLC and the Wellness Committee Goals (send meeting minutes to all PLC staff)</b>	<b>November 2015</b>	<b>Ortiz-Torres Cox</b>	<b>\$0</b>	<b>Yes</b>
<b>Construct 2 School Health Improvement Plans</b>	<b>December</b>	<b>Ortiz-Torres</b>	<b>\$0</b>	<b>Yes</b>

<b>(SHIPs)</b>	<b>2015</b>	<b>Cox</b>		
<b>Implement the 1 SHIP</b>	<b>By May 2016</b>	<b>Health/Wellness Committee</b>	<b>\$0</b>	In progress
<b>Report to staff, students, families and administration on SHIP progress/success</b>	<b>As needed 2015/2016</b>	<b>Ortiz-Torres Cox</b>	<b>\$0</b>	Yes
<b>Represent PLC Health and Wellness Committee at the District Wellness Meeting for Co-Leaders</b>	<b>Twice Year</b>	<b>Ortiz-Torres Cox</b>	<b>\$0</b>	<b>Yes</b>
<b>Update PLC Website to reflect goals and accomplishments of team.</b>	<b>As needed 2015/2016</b>	<b>Cox</b>	<b>\$0</b>	Yes
<div> <p><b>Continue Heart rate monitor progress for P.E. classes. Students will monitor heart rate through graphing.</b></p> <p><b>Implement Fit-steps each day, during P.E. classes. Students will track total steps during each class. Through Kaiser Grant</b></p> <p><b>Brain Gym action</b></p> </div>	<b>Daily and will be charted to show progress</b>	<b>Cox</b>	<b>Medicaid Grant</b>	In-Progress
	<b>Daily and will be charted to show progress</b>	<b>Cox</b>	<b>Kaiser Grant</b>	In-Progress
	<b>Daily progress</b>	<b>Ortiz-Torres</b>	<b>\$0</b>	In-Progress
	<b>Daily progress</b>	<b>Cox</b>	<b>\$0</b>	In-Progress

<p>steps in each teacher's classroom, through Kaiser Grant. Teacher's will implement Brain Breaks - daily.</p> <p>Open Gym/Clubs for students that is available daily. This includes: basketball, weightlifting, football, hackey sack, and archery.</p>					
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**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

- 1. Maintain/ Don't Gain Challenge - 10 staff participating
- 2. Create Fit-bit challenge teams for physical education classes..
- 3. Provide monthly healthy tips to share.
- 4. Provide health wellness prizes for staff, valued at \$300.
- 5. Extracurricular wellness clubs available weekly, for students and staff

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - REM Nutrition

Date: September 2015

<b>School Name:</b> Remington Elementary School	<b>District Name:</b> Falcon 49
<b>Co-leader Name(s):</b> Rocio Padilla and Suzy Ancell <b>Principal:</b> Mark Brown	

**SMART Objective (desired change):**

By May 31, 2016, Remington Elementary School will continue to use their school garden after school (available to 4th and 5th grade students and staff) to increase garden-based learning opportunities for 15% of 4th and 5th grade students at Remington Elementary School students.

**What data will you collect that will indicate the objective has been achieved?**

- Number of time 4th and 5th grade students participating in garden-based learning after school.
- 15% of classes 4th and 5th grade students will participate in our garden-learning project (30 out of 194 students).
- Collection of work samples from participating class
- Log sheet of how many times class was out in garden - 9 times 5th grade classes visited garden.
- Random survey questions to students -

Goal of our garden is to use the garden as an outdoor classroom to introduce children where food comes from, what makes healthy food healthy, and why it's important to eat fresh fruits and vegetables.

2015-2016 Primary usage has been changed for this year as we had difficulty growing items due to hail damaging garden. Garden experienced hail damage during 1st quarter this year.

2015-2016 - We will be changing our strategy. Team decided at our team meeting to make a garden club after school available for 4th and 5th grade students for 4th quarter.

Team changed Ship because garden had a difficult time growing because of poor soil and weather. Team will be taking a phase approach with having grade levels have a designated garden bed.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget	Action Step Completed
2015-2016				

Team will develop a RES garden club for kids 4th-5th	April 2016	Rocio Padilla and Brett Coddington	Pending future needs	No
Create a Garden Club Committee Ask for staff and parent volunteers to help with care of garden over summer. Send information about garden club to students in 4th and 5th grade.	March 2016  May 2015	Rocio Padilla and Brett Coddington	Pending future needs	In progress
2014-2015				
Books for Library • 10 books were bought for library	January 2015	Rocio Padilla and Diane Bylund	\$118.25	Yes
Garden • Seedlings for Spring 2015 ○ Start planting March ○ Buy trowels and shovels	March	Brett Coddington		Yes
2013-2014				
Garden Fence Installation	March 18 <sup>th</sup> 2014	Brett Coddington	Total Cost \$ \$2118.00 covered by HSSS Grant \$ covered by CSH budget	Yes – April 2014
Irrigation System • Pending estimate from landscape company	May 17 <sup>th</sup> 2014	Brett Coddington	Pending estimate from landscape company	Complete
Building Raised Garden Beds • Cost – pending donations from a RES parent. Once that is determine, we will figure out what we still need	May 17 <sup>th</sup> 2014	Brett Coddington and team	Pending donations	Complete
Fill Garden Beds with Soil • Cost	May 17 <sup>th</sup> 2014	Brett Coddington and team	dontation	Complete
Fund Raising • Selling Smencils – May 2014	Pending grant application opening 2014	Rachel Moothart & Scott Whitson	\$250 invested in Smencils for total profit of \$500	Yes – Smencils sold May 1 <sup>st</sup> & 2 <sup>nd</sup> . Will sell again May 15 <sup>th</sup> and 16 <sup>th</sup>
2014-2015				

Implement garden project based learning into 5th grade classes	2014-2015 school year on-going	Brett Coddington and other 5th grade teachers	\$300 - RES funds	In Process

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - REM Physical Activity

**Date:** September 28, 2015

**School Name:** Remington Elementary School

**District Name:** Falcon 49

**Co-leader Name(s):** Rocio Padilla and Suzy Ancell

**Principal:** Mark Brown

### **SMART Objective (desired change):**

**Cont. Goal:** By May 2016, Remington Elementary School will successfully provide 3 opportunities (Girls on the Run, Go Noodle, and recess equipment) to increase **PHYSICAL ACTIVITY** for Remington Elementary School students before, during or after school.

**NEW:** By May 2016, Remington Elementary School will implement the FitStep pedometers during Physical Education period to objectively measure and track student moderate to vigorous physical activity (MVPA) for a total of 8+ weeks during the third quarter of the 2015-2016 school year. 25% of 5<sup>th</sup> graders (23 students) will use the pedometers during their Physical Education period. In addition 80% of 5th grade students will obtain 20 minutes of physical activity as documented on the pedometer, per 40 minute class. Fourth quarter, we will increase student usage by 25% in 5th grade for a total of 50%.

**New:** By March 2016, Remington Elementary School will complete a community engagement and fund raising activity. During this activity 95% of students will participate in the Boosterthon Fun Run which incorporates physical activities and character development.

## What data will you collect that will indicate the objective has been achieved?

### 2015-2016

#### Boosterthon

- Print attendance of students present during boosterthon's character classes.
- Number of laps each child's walks or runs.
- **Data pending as event was on March 9th and we are still collecting funds/data. Deadline March 16th**

#### FitStep

- Collect MVPA data from 4th, and 5th grade during 3rd and 4th quarters
- Collect opinions from 4th, and 5th grade students during 4th quarter about their thought about the pedometers.
- 3rd quarter data lost during downloading. Unable to retrieve data.

#### Girls on the Run

- Number of girls participating in Girls on the Run – Fall 2015 - 16 and Spring 2016 \_\_\_\_\_
- Number of weeks both GOTR will be implemented – 10 week sessions
- Number of seasons or sessions provided - **5th season at RES as of August 2015**
- Total number of minutes of physical activity offered through GOTR
  - o approximately 1860 min for Fall 2015 not including 5k
  - o approximately \_\_\_\_min for Spring 2016 not including 5k

#### Recess sets

- 6 of recess sets ordered
- # of students playing with equipment (quarterly count during recess)
  - o **Quarter 1 - 90 students (k-5 total)**
  - o **Quarter 2 - 98 students (total k-5)**
  - o **Quarter 3 - 72 student (total k-5)**
- Each grade level gets one 15 min. recess and one 15 min. recess for lunch of minutes of recess offered
- Number of staff using Go Noodle
  - o Quarter 1 & 2 = 20 teachers
  - o **Quarter 3 = 17**
- Number of minutes used with Go Noodle per quarter
  - o 8/1/15-11/30/15 - Physical activity breaks played: 1,017, # of minutes of student activity: 49,562
  - o **Quarter 3 and 4 - Pending data from Go Noodle**

### 2014-2015

- Number of girls participating in Girls on the Run – Fall 2014 - 16 girls - Spring 2015 - **15 girls**

- Number of weeks both GOTR will be implemented – 10 week sessions
- Number of seasons or sessions provided - 4th season at RES as of March 2015
- Total number of minutes of physical activity offered through GOTR
  - o approximately 1860 min for Fall 2014
  - o approximately 1200 min for Spring 2015 not including 5k
- 6 of recess sets ordered
- # of students playing with equipment (quarterly count during recess)
  - o 2nd quarter lunch recess - K/1 = 50 2nd = 62 3rd = 42 4th = 73 5th = 37
- Each grade level gets one 15 min. recess and one 15 min. recess for lunch of minutes of recess offered
- Number of staff using Go Noodle
  - o Quarter 1 & 2 = 17 teachers
  - o Quarter 3 = 17
- Number of minutes used per quarter
  - o Quarter 1 and 2 - 5022 min
  - o Feb. - 186 min

#### 2013-2014

- Number of girls participating in Girls on the Run – 16
- Number of students participating in BOKS -15 students
- Number of weeks both GOTR and BOKS will be implemented – GOTR 2 seasons for 10 weeks each and Boks – 1 season for 7 weeks.
- Number of seasons or sessions provided.
- Total number of minutes of physical activity offered through BOKS – 560 minutes (season 1)
- Total number of minutes of physical activity offered through GOTR – 1200 minutes per season not including 5k races at the end of each season (season 1 and 2 – not including two 5K)

Goal is to increase number of participants for the 2<sup>nd</sup> session for GOTR and BOKS – Because of scheduling conflicts and other after school programs – GOTR numbers dropped to 8 girls and BOKS didn't have a season 2 (will wait till Aug. 2014).

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) ) Responsible	Budget	Action Step Completed
<b>2015-2016</b>				
<b>Boosterton Fun Run</b>				
• Organize Fun Run	March 2016	Heather Reading	\$2000	Yes
<b>GoNoodle</b>				
• Train staff and provide new staff with log in	August 15th	Rocio Padilla	\$0	Yes

<ul style="list-style-type: none"> <li>Email staff to check to see who is using GoNoodle</li> </ul>	September 29th	Rocio Padilla	\$0	Yes
<ul style="list-style-type: none"> <li>Pull Data once a quarter               <ul style="list-style-type: none"> <li>1st - Complete</li> <li>2nd -</li> <li>3rd</li> <li>4th</li> </ul> </li> </ul>	1st - 8/1-11/30 2nd - Dec. 31st 3rd - March 30th 4th - May 30th	Rocio Padilla	\$0	Pending Go Noodle Data
<b>Girls On the RUN</b>				
<ul style="list-style-type: none"> <li>Co-Leaders plan for and launch GOTR</li> </ul>	August 31st	Heather Reading and Jodi Price		Yes
<ul style="list-style-type: none"> <li>Number of Girls Participating in GOTR               <ul style="list-style-type: none"> <li>Fall Season - 16</li> <li>Spring Season - Pending</li> </ul> </li> </ul>	Nov. 30th May 30th	Rocio Padilla		Yes
<b>FitStep Pedometers</b>				
Complete Medicaid application and purchase requisition form for class set of pedometers. (Approved by Medicaid on 08/26/2015)	Aug. 18th	Rocio Padilla and Kelly Morton	\$1366.56 Medicaid Funds	Yes
Incorporate the pedometers into PE for 3rd and 4th quarter for 4th-5th graders <ul style="list-style-type: none"> <li>3rd quarter - 25% of 5th graders will use pedometers.</li> <li>4th quarter - 50% of 5th graders will use pedometers.</li> </ul>	December 2015  May 2016	Kelly Morton	\$0	Yes
Collect student's feedback concerning their feelings toward the use of the pedometers in PE - End of the year.		Kelly Morton	\$0	No
<b>Recess Trash Can</b> <ul style="list-style-type: none"> <li>CSH bought a trash can for the playground to help keep it clean.</li> </ul>	Oct. 9th	James Sellman	\$700	Yes

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - REM Staff Wellness

**Date:** September 28, 2015

**School Name: Remington Elementary School**

**District Name: Falcon 49**

**Co-leader Name(s): Rocio Padilla and Suzy Ancell**

**Principal: Mark Brown**

**SMART Objective (desired change):**

By May 2016, D49 Remington Elementary School will implement 2 programs (Thank You Station and Jean Day) to increase STAFF WELLNESS (100% availability for all staff to give and receive positive complements).

**What data will you collect that will indicate the objective has been achieved?**

Shout Outs

- Number of Thank You Cards given per quarter:
  - o 1st Quarter - 40 cards
  - o 2nd Quarter - 25 cards - as of 11/18/2015
  - o 3rd Quarter - 22 cards - as of 3/10/2016
  - o 4th Quarter -
- Jean Day - **Goal: Once a Month**
  - o 1st Quarter
    - August - Not completed pending update of Ship, September - Completed, October - skipped
  - o 2nd Quarter - 1 out of 2 jean days completed
    - November - need to rescheduled as snow day on Jean day , December - completed
  - o 3rd Quarter
    - January -completed (free), February - no jean day, March - completed (free)
  - o 4th Quarter
    - April, May

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) ) Responsible	Budget	Action Step Completed
<b>2015-2016</b>				
<b>Thank You Station</b>				
<ul style="list-style-type: none"><li>• Create a thank you note station where staff can take a moment to send a note of gratitude</li><li>• Implement by placing station with thank you cards in the copy room</li></ul>	Aug. 2015 Aug. 2015	Rocio Padilla	\$0	Yes Yes

<b>Jean Day</b>				
<ul style="list-style-type: none"> <li>Jean Therapy Tuesday Day Funds <ul style="list-style-type: none"> <li>Staff who choose to participate pay \$2 to wear jeans and then funds are used to by healthy snacks.</li> </ul> </li> <li>Quarterly Treats <ul style="list-style-type: none"> <li>Funds will be used to buy staff healthy snacks</li> </ul> </li> </ul>	In Progress  In Progress	Rocio Padilla and Suzy Ancell	\$0 No funds need and its based on staff donations.	Yes and In progress
Submit success story	April 29, 2016	Rocio Padilla and Suzy Ancell	N/A	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Land Sharks, small walking group for staff, staff are using FitBit, staff participating in the District Maintain Don't Gain Challenge

**School counselor is implementing a social emotional curriculum - Second Step - 1st - 5th grade.**

Small walking group for staff, staff are using FitBit - 11 new staff received FitBits this fall, 14 staff participating in the District Maintain Don't Gain Challenge

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) – Ridgeview Elementary School - Boosterthon Week

Date: October 22, 2015

<b>School Name:</b> Ridgeview Elementary School <b>Co-leader Name(s):</b> Marvra Winner, Tonya Hackett <b>Administrators:</b> Marjorie McKeal/Theresa Ritz				
<b>SMART Objective (desired change):</b> <i>95% of students present will participate in a Boosterthon Fun Run which incorporates physical activities as well as character development. This program runs January 12 through January 22, 2016.</i> <i>*To impact our students through fitness, leadership, and character education.</i>				
<b>What data will you collect that will indicate the objective has been achieved?</b> <i>We will keep track of the number of students participating daily throughout the boosterthon program's character classes that are embedded physical education. We will also have the total number of laps each child, who participates in the Fun Run, completes by either walking or running.</i>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
1. Coordinate with Health and Wellness Team to plan and schedule Boosterthon Week.	August 19, 2015.	Health and Wellness Team/Marvra Winner & Tonya Hackett	\$1700	Completed August 19, 2015
2. Communicate with staff the schedule of events prior to the commencement of the activities so they can plan accordingly.	December 18, 2015	Marjorie McKeal, Marvra Winner & Tonya Hackett	\$0	Completed . __, 2015

3. Communicate with Fun Run coordinators/traveling representatives prior to and during the Fun Run program.	<b>November 2015 through January 2016</b>	<b>Marjorie McKeal and Marvra Winner</b>	<b>\$0</b>	<b>Completed January____, 2016</b>
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**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Girls on The Run  
 Zumba for kids  
 Workout Wednesdays approximately every 6 weeks: School wide Fun Run  
 Educational Theatre will come and present to all students via interactive plays to encourage youth to consider healthier options in their lives.  
 Cheerleading  
 Jump Rope  
 Cooking Class offered to students  
 Fuel Up to Play 60  
 Stationary bikes for students  
 Pedometers for all students and staff  
 Frequent, daily movement breaks- Go Noodle, Fit Sticks  
 Bulletin Board for staff members including healthy recipes and healthy habits  
 WOW Walks  
 District Maintain Don't Gain Challenge - 15 staff participating  
 Healthy Staff Activity- quarterly  
 Professional Development (Movement in Class Training)  
 Fuel up to Play 60 Kick-off assembly with community Miles planned  
 Brain-Based Education- Trainer of Trainers on staff  
 New Teacher Orientation: Brain-Based Education during first staff meeting  
 Boy Scouts/Girl Scouts  
 Purchased a second hydration station via medicaid funds

**Healthy Schools Successful Students: School Health Improvement Plan (SHIP) –  
 Ridgeview Elementary School - Staff Wellness**

Date: October 22, 2015

<b>School Name:</b> Ridgeview Elementary School <b>Co-leader Name(s):</b> Marvra Winner, Tonya Hackett <b>Administrators:</b> Marjorie McKeal/Theresa Ritz			<b>Budget Needed</b>	
<b>SMART Objective (desired change):</b>  <i>85% of licensed staff will participate in "Steppin' Up Staff" to improve their overall health.</i>  Purchase greetings cards and healthy snacks for staff to affirm each other for their efforts	<b>January 2016 Through April 2016</b>	Marjorie, Marvra, & Tonya	<b>\$50.00</b>  <b>\$50.00</b>  <b>****Healthy Schools SHIP \$ ****</b>	
<b>What data will you collect that will indicate the objective has been achieved?</b>  <i>All competitors will log his/her steps into <a href="https://www.fitbit.com">https://www.fitbit.com</a></i> This data will be saved and noted each week of the competition.		Marvra and Tonya		
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
1. Promote "Steppin' Up Staff" via all staff emails,				

<b>schoolology, posters in prominent locations inside and outside the school building, and in morning announcements.</b> <b>Fingernail files &amp; lip balm from KlogsUSA.com</b>	<b>December 7, 2015 - December 18, 2015</b>	<b>Health &amp; Wellness Team</b>	<b>\$0</b>	<b>December 18, 2015</b>
<b>2. Weekly challenges</b>  **"Steps of Fame" bulletin board in the hallway spotlighting challenge winners.  *Small prizes for individual winners for individual challenges (most steps, most improved steps compared to previous week, etc)  *Small prizes for teams for team challenges. (most steps, most improved steps compared to previous week, etc)	<b>Each week of the competition. Weeks of:</b> <b>-January 4</b> <b>-January 11</b> <b>-January 18</b> <b>-January 25</b> <b>-February 1</b> <b>-February 8</b> <b>-February 15</b> <b>-February 22</b> <b>-February 29</b> <b>-March 7</b> <b>-March 14</b> <b>-April 4</b> <b>-April 11</b> <b>-April 18</b> <b>-April 25</b>	<b>Health &amp; Wellness Team</b>	<b>\$0</b>	<b>April 29, 2016</b>
<b>3. Opportunities to get bonus steps</b>  *Join WOW morning walks on Wednesday morning and earn 300 bonus steps.  *Random "events" staff will be invited to where they can earn bonus steps (Saturday WOW walks, relays, etc)	<b>January 4, 2016</b> <b>April 29, 2016</b>	<b>Tonya</b>   <b>Marjorie, Marvra, Tonya</b>	<b>\$0</b>	<b>April 29, 2016</b>
<b>4. "Steppin' Up Staff" Celebration Breakfast</b>	<b>May 6, 2016</b>	<b>Health &amp; Wellness Team</b> <b>Tonya will order through nutritional services</b>	<b>Yogurt bar * # staff \$300 CEI award</b>	<b>April 4, 2016</b>

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - SCHS

Date: 10/1/15

<b>School Name:</b> Sand Creek High School <b>Co-leader Name(s):</b> Jennifer Szafran and Paula Fox <b>Principal:</b> Ron Hamilton				
<b>SMART Objective (desired change):</b> By May 18th, 2016, the Wellness Club at SCHS will offer at least 10+ opportunities for students to participate in wellness activities. Four opportunities for staff to participate in health and wellness. And two opportunities for the Community to participate in wellness opportunities.				
<b>What data will you collect that will indicate the objective has been achieved?</b> # of students in Wellness Club: 15 # of events: 8 # of students at each events: Collect student quotes TBD: Pre/post survey assessing knowledge and behavior change				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Form wellness club for students - Recruit students - Elect officers - Design marketing materials for Wellness expo	Sep 10th, 2015	Jennifer Szafran 20 Students	\$0	x
Host weekly meetings	Every other Tuesday 3pm-4pm Room 520	(student president)/Jennifer Szafran 20 Students	\$0	X
Plan fundraisers - Worked Concessions volleyball		Szafran/ Wellness Club	Made \$75  Total in	X

- Will fund wellness club t-shirts			budget \$500	
Plan Event #1: Staff Mental Health Thank you box and Snack Box	October 2015	Szafran/Wellness Club	\$100 Rachel D.	X
(#2) Laughacuticals Kaiser Permanente	Jan 4th Staff Meeting	Whole Staff participation		X
Plan Event #3: Community Service Event Work with ROTC With turkey dinner	November 2015	ROTC Members/ Club	Will donate as a club based on budget	X
Event #4 Kaiser Permenente Staff incentives for 5K	January 2016	Wellness Club Jennifer Szafran	\$400	
Event #5 Staff/ Student Step classes	January- May 2016 1 times a week	10 Participants	\$750 from medicaid for steps	Steps purc Staff sign up created
Event #6 Staff Wellness Breakfast	March 2016	Wellness Team	\$100	
Event #7 Sand Creek Zone Wellness Expo	April 28th, 2016	Szafran/Zone Wide 500+ people	\$0 Booth Donations and Time Used District Funds	
Event #8 Color Run Fundraiser Zone and Community Wide	May 2016	Szafran/ Club 500+ people	Used \$100 Dollars deposit Smart Source	
Collect data				
Create success story				

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Wellness Day for Staff the week before Spring Break - wellness team to run

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - SES Staff Wellness

**Date:** September 1, 2015

<b>School Name:</b> Stetson Elementary School  <b>Co-leader Name(s):</b> Deb Lagle, Lisa Jones <b>Principal:</b> Jeff Moulton				
<b>SMART Objective (desired change):</b> By May 15, 2016, May 15, 2017, 75% of Staff will participate in at least 3 of 4 team building activities.				
<b>What data will you collect that will indicate the objective has been achieved?</b>  # of events offered: 4 # of participants <ul style="list-style-type: none"> <li>• Miniature Golf - 30</li> <li>• Scavenger Hunt NA</li> <li>• Bowling NA</li> <li>• Movie/Snack NA</li> <li>• Picnic at the Park NA</li> <li>• Maintain Don't Gain - 11, 10 Fit Bits distributed</li> <li>• 100 Mile Walking Club - 4 (2)</li> <li>• Biggest Loser - 10</li> <li>• Pikes Peak Challenge</li> <li>• Bio Testing</li> </ul> personal impact data				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>

Take a survey of staff for team building suggestions.	October 31, 2015 by Sept 1, 2016	Co-leaders	\$0	Yes
Select suggestions that staff support.  - FitBit Challenge 100 Mile Club - Healthy snacks for PAARC - Healthy lunch for PAARC - Healthy end of year lunch -Quarterly <b>Semester</b> staff building activities	November 21, 2015	Co-leaders	\$100  <b>\$200</b>	Yes
Team will look into what is needed to provide the services the staff selected. -encourage staff to participate in the FitBit Challenge, 100 Mile Club, and Think Like a Thin Person, Maintain Don't Gain, Biggest Loser programs - purchase healthy snacks and meals for PAARC - purchase end of year healthy lunch	December 4, 2015  <b>December 2016</b>	CSH team	\$300 for snacks and lunch during week for 70 staff \$500 lunch	<b>Completed</b>
Promote and participate in, FitBit Challenge, 100 Mile Club, Biggest Loser, and Think Like a Thin Person programs	September 4, 2015 <b>September 2016</b>	CSH Team		<b>Completed</b>
Purchase incentive gifts for participating in wellness activities. Ask businesses for donations.	March 4, 2016	CSH team	\$500 water bottles, dumbbells,	In Progress <b>NA</b>

			fitness books and cookbooks, fitness centers gift certificates	
Collect data from FitBit Challenges, 100 Mile Club, Biggest Loser, Maintain Don't Gain, and Think Like a Thin Person	April 29, 2016	Rachel Duerr will email WSCC Team		Completed
Collect feedback at end of year lunch on staff wellness activities to help for planning for 2016 and promote success stories	May 27, 2016	WSCC team		NA

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

**Look for staff willing to offer expertise (such a Zumba teacher), local businesses to offer free or reduced health/wellness opportunities or equipment.**

**Free Hot on Yoga classes soon to be offered by the district. Hike the Peak Challenge by one Stetson employee during July 2016. Staff cooking class 2016-2017**

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - SES Community Engagement

**Date:** September 1, 2015

<b>School Name:</b> Stetson Elementary School  <b>Co-leader Name(s):</b> Deb Lagle, Lisa Jones <b>Principal:</b> Jeff Moulton				
<b>SMART Objective (desired change):</b> During the first quarter of the 2016-2017 school year, Stetson Elementary School will provide one physical activity/healthy lifestyle opportunity for community, parents, students and staff.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Participation numbers at Family Fit Day, favorite activities, quotes from participants and vendors.  Survey results: Favorite activities: Dance, family walk, dental care, Tiger Martial Arts, American Heart Association, yoga, obstacle course. Quotes: "I like how it encourages kids to be more active and Healthy", "My kids loved the obstacle course", "I loved seeing the Vista Ridge student volunteers", "Such a great time and rewarding for the community".				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>Plan a family fitness night</b> - Meet with CSH team/PTA/Principal - Secure date (September 12, 2015 9am - 11am) - Develop agenda (stations on playground, Family 1 mile walk, adult yoga class) - Contact community partners for booths and	<b>September 1, 2016</b>	CSH team/PTA  Matt - agenda	No cost, all donations	

<b>prizes</b> - Purchase/review prizes for participants - Will advertise via school email - Develop participant feedback survey				
<b>Host a family fit day.</b> - Run stations - Collect data	<b>First Quarter 2016</b>  September 12, 2015 9am to 11am	<b>WSCC Team/PTA/Students/ Kohl's associates and HS students will volunteer</b>		
<b>Evaluate survey results to determine plan for next year</b>	<b>By the end of second Quarter 2016</b> September 30, 2015	<b>WSCC team/PTA</b>		
<b>Post monthly health and wellness updates on school website to continue to promote wellness.</b> - Work with CeCe to create link and provide information	<b>Fall 2015 - Spring 2016 monthly</b>	<b>WSCC team/CeCe</b>	<b>TBD</b>	<b>On going</b>
<b>Provide health and wellness announcements to parents monthly</b>	<b>Fall 2015 - Spring 2016 monthly</b>	<b>WSCC team</b>	<b>TBD</b>	<b>On going</b>

**Describe other activities that support the health and wellness of students, staff, and family in your school:**

Have more parent and community involvement with Walk to School (October 7th, 2015) (100 people attended) and Bike to School Day (May 5, 2016), Jump Rope for Heart (all students participate in PE Class in jump rope stations, 100 kids raised over \$3500 (\$3600) for AHA), 100 mile Walking Club (2 parents walking (0 adults) , 25 (32) kids on average Mon - Fri morning, Tues afternoon), and Fuel Up to Play 60 (5 active kids (11 active kids) Stetson celebrated as a Touchdown School at Invesco Field). Garden Club is ongoing and includes attendance from 26 students and parents. Whole Foods presented to students about the importance of eating healthy. Western Dairy Association presented on the importance of dairy and the life of a dairy farmer. Students had a chance to milk a cow after the demonstration. Agriculture in Motion sponsored by Colorado Farm Bureau presented on the following topics; Colorado Fruits and Vegetables, Colorado Crops, Water, Dairy Cattle, and Beef Cattle Raise funds for a sun shade and new rubberized surface on the south playground. Rubberized surface added on north playground fall 2015. No funds were raised for the sun shade.

Chef came to school and made healthy with the second grade classes. Applied for Medicaid grant \$855 to support active learning for SOCO classroom. Grant received and Brain Break books, speed stack cups, and indoor hopscotch mats purchased

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)- Skyview Middle School - Nutrition

**Date:** 9/10/15

<b>School Name:</b> Skyview Middle School  <b>Co-leader Name(s):</b> Tony Marino and Megan Rasmusen <b>Principal:</b> Cathy Tinccui				
<b>SMART Objective (desired change):</b> By May 2016, D49 Skyview Middle School will begin a full implementation of a student cooking club and implement at least 1 new NUTRITION meal plan per session. The club will be held twice a year. The club will include at least two staff members and no more than 20 students per meeting.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Number of students who actively participate in the club. # students in fall session = 20 # students in spring session = 20 anticipated # of classes held in fall= 3-4 # of classes held in spring 3-4 planned				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Skyview WSCC Team meeting to discuss and begin planning for cooking club	Begin Aug Continue through the rest of the school year	WSCC Team	\$0	May 2016
Apply for Medicaid grant to support ingredients for cooking club	Aug. 2015 On-going	Whole School Co- Leaders	\$800 - Medicaid Grant	Aug 2016

<b>Broadcast Cooking Club program through the Broadcasting class (Friday TV News announcements)</b>	<b>Begin Dec</b>	<b>Broadcasting Teacher, Class, WSCC Team</b>	<b>\$0</b>	May 2016
<b>Include Cooking Club information in the School Newsletter to reach parents</b>	<b>Dec. 2015 On-going</b>	<b>WSCC Team SMS Secretary</b>	<b>\$0</b>	May 2016
<b>Distribute Cooking Club information to parents through Parent Portal</b>	<b>Dec. 2015 On-going</b>	<b>WSCC Team IC Secretary</b>	<b>\$0</b>	May 2016
<b>Collect data</b>	<b>End of each semester</b>			
<b>Submit success story</b>	<b>April 29, 2016</b>	<b>Whole School Co-Leaders</b>		

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)- Skyview Middle School - Physical Activity

**Date:** 11/16/15

<b>School Name:</b> Skyview Middle School <b>Co-leader Name(s):</b> Tony Marino and Megan Rasmusen <b>Principal:</b> Cathy Tinucci				
<b>SMART Objective:</b> By May 2016, D49 Skyview Middle School Physical Education Department will continue a full implementation of the Fitness Gram program, show growth in at least one area of fitness gram testing in 80% of students assessed (approximately 155 students per grade level), and provide them feedback to make appropriate lifestyle changes				
<b>What data will you collect that will indicate the objective has been achieved?</b> <b>465 students participating in the Fitness Gram Pre-Assessment</b> <b>465 students participating in the Fitness Gram Post-Assessment</b> <b>Students who show growth from pre-post test:</b> <i>All PE classes saw at least 80% of students improve their overall fitness scores from pre to post testing of the Fitness Gram Assessment.</i> <b>Students will be using exercise bikes starting Fall 2016.</b>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Power Zone PE teachers collaborate and meet during professional development for Fitness Gram. Issues with new version	May 2016	PE Department	\$0	By end of year
Evaluate organize equipment needed for assessment.	August/Dec. 2015	PE Department	\$0	X

Develop timeline for assessment; including student preparation time.	August/Dec. 2013	PE Department	\$0	X
Purchase AssessPro Rep-Addition Push-up Tester + Batteries to improve push-up form for FG test	Jan 2015	PE Department	\$72.75 - HSSS Medicaid purchased 6/2/15 \$290.08	x
Purchase 2 EcoFit 1/8 inch Yoga Mats to use with Push-up tester	Jan 2015	PE Department	\$42.56 PE purchased	x
Create assessments and classes on Fitness Gram Version 9, on-line based program.	August/Dec. 2015	PE Department	\$0	X
Schedule class periods needed for assessment pre and post test.	August/Dec. 2015	PE Department	\$0	X
Students will enter pre and post data via online through iPad or Computer lab. New online Fitness Gram program.	May 2016	PE Department	\$0	X
Gather assessment data of students' pre and post tests, and provide them feedback.	May 2016	PE Department	\$0	X
Advertise cardio equipment for staff to use before/after school.	March 2016	CSH Team	\$0	Will complete by March 2016
Sign in/sign out sheet in weight room to keep track of the number of teacher's using equipment per week. Goal is to have use of equipment used at least 10 times per week.	Currently being used.	PE Department	\$0	X
PE Department will purchase floor mats to support Fitness Gram testing. Current mats are in poor shape effecting accurate testing and student safety	Nov 2015	PE Department	\$100	Will complete by Jan 2016

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Skyview holds a Staff Wellness Week in March, prior to Spring Break. Each day is devoted to a healthy practice; for example, veggie day, smoothie day, granola day, massage day, etc... Funds from Healthy School's Grant help support the week. The food is put in the teacher's lounge. Staff also receives a healthy checklist to complete over Spring Break, if they choose to participate. Checklist includes items such as: go out to dinner, call an old friend, go hiking, etc... This checklist helps promote physical, social, and mental/emotional health. Staff members who turn in their checklist are entered to win a prize. Skyview also hosts a Health Expo through enrichment classes every year. Community members come in and talk about health issues including nutrition and physical activity.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - Springs Ranch Elementary School - Physical Activity

Date: March 2, 2015

<b>School Name:</b> Springs Ranch Elementary				
<b>Co-leader Name(s):</b> Brian Hepperle and Jeff Ingram Principal: Kim Mariotti				
<b>SMART Objective (desired change):</b> By May 2016, Springs Ranch Elementary School (SRES) will continue 5 existing programs and implement 2 new programs to increase physical activity for 100% of Springs Ranch students.				
<b>What data will you collect that will indicate the objective has been achieved?</b> # of students participating in the Walk-a-Thon # of recess games offered to students # of students participating in the school dance # of students participating in Walk To School day Data from FitnessGram assessments (3 <sup>rd</sup> -5 <sup>th</sup> grade) Data from GoNoodle for each classroom				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>NEW</b> - GoNoodle will be utilized to increase brain breaks, zumba, and general physical activity level within the classrooms.	<b>School Year 2015-16</b>	<b>All SRES Staff</b>	<b>\$0</b>	<b>In Progress</b>
<b>NEW</b> – Springs Ranch will increase physical activity breaks in the classroom by providing teachers with two new programs (Hip Hop in a Box and Kagan's Silly Sports and Goofy Games) Additional Kagan resources bought for classroom teachers 5/1/14	<b>School Year 2015-16</b>	<b>All SRES Staff</b>	<b>\$0</b>	<b>On-Going</b>

<b>CONT</b> – Host an all school Walk-a-Thon fundraiser for Springs Ranch as an alternative to fundraisers that feature poor nutrition foods.	<b>September 10, 2015</b>	<b>Brian Hepperle Jeff Ingram</b>	<b>\$0</b> <b>Earned \$850</b> <b>(purchased hydration station for school; installed Fall Break)</b>	<b>Completed</b>
<b>CONT</b> – Participate in the National “Walk-to-School” Day	<b>October 2015</b>	<b>WSSC Team, UCCS Teacher Candidates</b>	<b>\$0</b>	<b>Completed</b>
<b>CONT</b> - Teach Playground Games to students to encourage more activity at recess.	<b>October 2015</b>	<b>Jeff Ingram</b>	<b>\$0</b>	<b>Completed</b>
<b>CONT</b> – Offer school-wide, after school Dance to encourage physical activity	<b>Fall 2015 (Nov 20) Spring 2016</b>	<b>WSSC Team/PTO/Springs Sounds</b>	<b>\$0</b> <b>Earned \$330</b> <b>(donated to school PTO)</b>	<b>In Progress</b>
<b>NEW</b> - Purchase new locks for outdoor soccer goals. Also purchasing a back up set of locks.	<b>March 2016</b>	<b>Jeff Ingram &amp; Brian Hepperle</b>	<b>\$40</b> <b>Using 15-16 funds</b>	<b>In Progress</b>

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Staff wellness is also addressed. 35 staff members are participating in Oct - Jan district-wide Maintain Don't Gain Healthy Weight Challenge. 12 new staff members received Fitbit Zips.

**\*\*UPDATE: Springs Ranch Elem had the highest participation (27 staff members) in this challenge....for D-49!**

**Healthy Schools Successful Students: School Health Improvement Plan (SHIP) -  
Springs Ranch Elementary School - Family Engagement**

Date: September 10, 2015

School Name: Springs Ranch Co-leader Name(s): Brian Hepperle and Jeff Ingram Principal: Kim Mariotti				
SMART Objective (desired change): By May 2016, Springs Ranch Elementary School (SRES) will continue 6 existing programs and implement 2 new programs to boost family engagement at SRES.				
What data will you collect that will indicate the objective has been achieved? <ul style="list-style-type: none"> <li>● # of attendees to family oriented health activities <ul style="list-style-type: none"> <li>○ # parents in walk-a-thon</li> </ul> </li> <li>● # of attendees to Sand Creek Zone Expo</li> <li>● # of water bottles saved from hydration station <ul style="list-style-type: none"> <li>○ # YTD</li> </ul> </li> </ul>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
NEW - Sand Creek Zone Health Expo	April 28, 2016	Brian Hepperle & Jeff Ingram & Zone Expo organizers	\$0	In Progress
NEW –Install Hydration System for water bottles refilling for kids, staff, and families	2015-16 School Year	SRES Custodial Staff	\$0 (PTO Funded)	Completed
CONT - Skate City fundraiser nights	Quarterly during 2015-2016 school year	Nancy Ehrhardt	\$0	Completed
CONT - School Walk-A-Thon (Fundraiser)	September 4, 2015	Brian Hepperle & Jeff Ingram	\$0	Completed

CONT - PTO Family Involvement Events	2015-2016 School Year	PTO and WSCC team	\$0	In Progress
CONT - School Dance	Fall 2015 and Spring 2016	Brian Hepperle	\$0	In Progress
CONT - Watch D.O.G.S	2015-2016 school year	Sandy Gates	\$0	In Progress
CONT - Walk/Bike to School events	October 2015	Jeff Ingram	\$0	Completed
Collect data	April 29, 2015	Brian Hepperle & Jeff Ingram	\$0	
Submit success story	April 29, 2015	Brian Hepperle & Jeff Ingram	\$0	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:** At Springs Ranch, we are blessed to have great family support for a variety of activities. The goal now is to use that involvement as a launching point to bring health and wellness into the conversation. Over the last couple of years, PTO and the Healthy School Team have collaborated to provide the school with a hydration station and to bring healthy family events to the school such as the school dance, walk-to-school events, etc.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP)- SSAE Staff Wellness

**Date:** 9/10/15

<b>School Name:</b> Falcon Virtual Academy  <b>Co-leader Name(s):</b> Lori Hall & Adrienne Ryland  <b>Principal:</b> Dave Knoche				
<b>SMART Objective (desired change):</b>  Encourage Staff to participate in Hot Chocolate 5/15K in Denver on October 4, 2015.  Encourage Staff to participate in Spring Healthy Activity Event TBD  All Staff will participate in all Staff Healthy Activity during final PD day in May.				
<b>What data will you collect that will indicate the objective has been achieved?</b> <ul style="list-style-type: none"> <li>• 100% Staff Participation in Klikaklu Treasure Hunt</li> <li>• 100% Staff Participation in Brain Based Training</li> <li>• Aiming for 25% of staff to participate in Hot Chocolate 5/15K</li> <li>• Aiming for 100% of staff to participate in the End of Year Healthy Activity</li> </ul>				

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Klikaklu Treasure Hunt for back to school	August 5, 2015	David Knoche	\$0	Done and 100% Participation and Enjoyment
Brain Based Staff Training	August 28, 2015	Lori/Adrianne	\$0	Done and 99% Participation and Enjoyment
Purchase Hip Hop in A Box for staff to use for Physical Activity Breaks	October 2015	Lori/Adrianne	\$100	Yes
Promote staff at Springs Studio to participate in Hot Chocolate 5/15K on October 4, 2015	October 4, 2015	All staff at Springs Studio	\$0	Information sent and staff is signing up- 8 staff members participated (GOAL MET)
Promote staff at Springs Studio to participate in a fun fitness activity in the Spring- <b>Health Scavenger Hunt during PD Day</b>	<b>May 31, 2016</b>	All staff at Springs Studio	<b>\$100</b>	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

- We are currently under construction for a ½ mile walking track in the back of the school. This opens opportunities for Walking Clubs, Landsharks, etc.
- Possible in-building PE class offered to middle school students for 2016-2017 school year.
- During training for 2016-2017 school year, have a nutrition talk to educate families on making positive choices while schooling at home. Bring in nutrition expert.
- Implement Water Weeks where water is only approved beverage in building.
- Sugar education for all levels.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - SSAE Student Wellness

**Date:** 9/10/2015

<b>School Name:</b> Springs Studio of Academic Excellence <b>Co-leader Name(s):</b> Lori Hall & Adrienne Ryland <b>Principal:</b> David Knoche				
<b>SMART Objective (desired change):</b> <ul style="list-style-type: none"> <li>• August 2015: 80% of K-5 Students and families will participate in a back to school family field day.</li> <li>• August-September 2015: 5% of K-6 Students will participate in the Landsharks Run Club Cross Country Season</li> <li>• March-April 2016: 8% of K-6 Students will participate in the Landsharks Run Club Track Season</li> <li>• April 2016: 50% of K-12 Families will participate in a school wide Family Fit Day</li> <li>• May 2016: 80% of K-5 and 6-12 Students will participate in an end of year field day</li> <li>• Year Long: 80% of Staff will give students healthy activity breaks during the school day</li> </ul>				
<b>What data will you collect that will indicate the objective has been achieved?</b> <ul style="list-style-type: none"> <li>* Student Participation</li> <li>* Community Participation</li> <li>* Attendance at events</li> </ul> <p>A survey for students will also be included to collect data and see if more students will be interested in helping during the 2015-2016 school year, and to collect feedback on success of community events.</p> <ul style="list-style-type: none"> <li>• August 21, 2015: 80% of Students and their families will participate in the back to school family fun field day.</li> </ul>				

<ul style="list-style-type: none"> <li>• By September 2015, 80% of staff will be giving students healthy breaks throughout the school day.</li> <li>• 5% of Students will participate in Fall Landsharks.</li> <li>• 8% of students will participate in Spring Landsharks.</li> <li>• 50% of Studetents in grades K-12 will participate in the Family Fit day in April 2016.</li> <li>• Billion MILES THING? Fuel up for 60?</li> </ul>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Students at Springs Studio now have a playground which was won through a contest. Mr. Knoche found funds to get a nice basketball court for our school.

The breakfast program will continue at Springs Studio with or without funding as our students need to learn good healthy breakfast eating habits and have the opportunity to exercise a bit during their in-person school days. Staff and Administration is excited for implementation of these programs at Springs Studio.

We have plans now to build a quarter-mile walking track to encourage walking during breaks, and help provide a venue for Landsharks and a walking club.

Middle school students now have 45 minutes of recess time twice a week when in building. We have equipment available to them to encourage active play during this recess time. We also have implemented brain breaks twice per week. This is supportive of their mental and social health.

At our Fall Festival in October 2015, Student Council hosted many active games and activities for students K-8. Healthy snacks and toys were provided as prizes instead of candy.

## Healthy Schools Colorado: School Health Improvement Plan (SHIP) - Vista Ridge High School

Date: 9/10/2015

School Name: Vista Ridge High School

Co-leader Name(s): Brittany Jilek, Peggy Jacobs  
Principal: Bruce Grose

SMART Objective (desired change):

By May 27, 2016, offer at least one weekly opportunity for students **to increase physical activity during lunch** with a goal of 50% participation in at least one activity.

*By May 27th, 2016 we want to collect all the necessary items for our nurse aide - Jackie Yeager (a certified CPR instructor) - to host a CPR training available for students. Our goal is to host at least 1 training this year and several next year.*

What data will you collect that will indicate the objective has been achieved?

Students will be able to play basketball during lunch.  
Students will be invited to play table tennis during lunch.  
# of students participating **in each offering** (total 1400 students) -

Our grant requests will show what items have been purchased for the CPR training. We will document the date the class occurs and amount of students being trained on CPR. We will provide more training in the 2016-2017 school year that will be documented as well by date and attendance.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
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Complete Medicaid Application to support student wellness - table tennis, pedometers, sandbells	August 2015	Brittany and Peggy	\$1495.84 - Medicaid	X
Complete Medicaid Application to support CPR Class offerings	January 2016		\$257.75	X
Develop schedule of student/staff wellness offerings	October 2015 (walking club) February 2016 (CPR) March 2016 (Staff hikes)	WSCC Team	N/A	Walkining club denied  HOSA  Hike 4/04
Get approval from admin/security and find volunteers	November, 2015 (walking club) February 2016 (CPR)	Brittany and Peggy	N/A	Denied for walking club
Promote student awareness of opportunity via announcements, emails home and posters	November, 2015 (walking club) March 2016 (CPR class)	WSCC Team	N/A (walking club)	Denied for walking club
Collect data (date & number of students in attendance)	By end of May 2015	Peggy and Brittany	N/A	
Submit a success story!	By end of May 2015	Peggy and Brittany	N/A	

**Other activities, programs, and/or initiatives that support school health and wellness at your school but are not supported by Healthy Schools Colorado funds or not directly aligned with the SMART objective:**

- We are holding a lottery for the Standing Laptop Desk and Anti-Fatigue Mat and giving all the proceeds to the Adventure PE Club hosted by Devin Allen.
- Encouraging staff to engage in healthy activities over Spring Break - documenting with pictures and stories.
- Providing healthy snacks during Spring finals (May)

**Healthy Schools Successful Students: School Health Improvement Plan (SHIP) -  
Vista Ridge High School - Staff Wellness**

Date: 9/10/2015

School Name: Vista Ridge High School
Co-leader Name(s): Brittany Jilek, Peggy Jacobs Principal: Bruce Grose
SMART Objective (desired change): By May 2016, offer at least 4 opportunities for staff wellness with a goal of 50% participation by staff in at least one activity.
What data will you collect that will indicate the objective has been achieved? # of staff participating (65 total staff members) <ul style="list-style-type: none"> <li>- Fitness breaks at PD days</li> <li>- Workout before and/or after school</li> <li>- Fitness offerings offsite - hike/run</li> <li>- District-wide Staff Wellness Events Maintain Don't Gain Challenge #14</li> <li>- Staff feedback</li> <li>- Records of attendance</li> </ul>

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Develop schedule of staff wellness offerings	November, 2015	WSCC Team	TBD	
Promote staff hike during fall break through email sign-up	October 2015	Brittany	N/A	Rained out - reschedule
Promote district-wide staff wellness challenge Maintain Don't Gain	October 2015	Brittany	N/A - District funded	
Schedule fitness breaks for Power Zone PD Day	November, 2015	Peggy and Brittany	N/A	
Promote and participate in before and/or after school workouts	December, 2015	Peggy and Brittany	\$100	
Collect data (sign ins for fitness breaks/workouts)	By May 2015	WSCC Team	N/A	
Submit a success story	By May 2015	Peggy and Brittany	N/A	

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - WHES Nutrition

Date: 9/10/15

<b>School Name:</b> Woodmen Hills Elementary  <b>Co-leader Name(s):</b> Kelly Baun and Charity Garner  <b>Principal:</b> Kathy Pickering				
<b>SMART Objective (desired change):</b>  By May 26, 2016, have a school garden set up and planted.				
<b>What data will you collect that will indicate the objective has been achieved?</b>  Garden structure will be in place. We will have beds with fresh soil and seeds to begin planting during early spring weather. Students will keep a writing journal to document science observations and benefits of gardening. Further data collection will begin in fall of 2016 when plants are grown.	We will also check with the school lunch manager to see if there is an increase in fruit and veggie consumption.			
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Fencing will be installed to enclose the garden.	April 5, 2015	Co-leads and Fencing company	\$1000 - Medicaid grant	X
Garden design contest <ul style="list-style-type: none"> <li>• Grid</li> <li>• Name</li> </ul>	March 16 - April 13, 2015	Team & Staff	\$200 Penny Voting	X
Plant beds built and installed	March 2016	Eagle and Boy Scouts and team	\$600	

Set up garden beds with soil, fertilizer, seeds, tools, and worms. Soil will be added in March; seeds in April or May	May 10, 2016	The Team	\$1300 from Medicaid	
Students begin planting and logging journals. Preplant seeds in milk cartons in April; plant seeds in garden in May	May 11, 2016	The Team & staff	\$0	
Research and implement free curriculum to integrate garden lessons cross-curricular	May 26, 2016	Classroom Teachers	\$0	
Receive data from grade level representatives at our committee meeting to get feedback on implementation next year.	May 26, 2016	The staff and team	\$0	
Discuss implementation plan for 2016-2017 year	May 2016 for BTS	The Team	\$0	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Gardening offers hands-on, experiential learning opportunities in a wide array of disciplines, including the natural and social sciences, math, language arts (e.g., through garden journaling), visual arts (e.g., through garden design and decoration), and nutrition. With recent concern over relatively weak science and math skills among American children, the need for innovation in science and math teaching is apparent. There is mounting evidence that students who participate in school gardening score significantly higher on standardized science achievement tests (Klemmer, et.al. 2005).

We hope that this will also encourage healthy eating choices among members in our school in and community.

Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - WHES Staff Wellness

Date: 9/10/2015

<p>School Name: Woodmen Hills Elementary</p> <p>Co-leader Name(s): Kelly Baun and Charity Garner</p> <p>Principal: Kathy Pickering</p>				
<p>SMART Objective (desired change):</p> <p>By May 20, 2016, 75% of staff members at WHES will participate in at least one of three wellness activities offered (walking club, Cigna Maintain Challenge, and/or fitness classes or social meet-ups). 80 Staff members</p>				
<p>What data will you collect that will indicate the objective has been achieved?</p> <p>Number of participants in each event.</p> <ul style="list-style-type: none"> <li>- Walking Club 3-5 staff members per session, 2-3 parents</li> <li>- Cigna Maintain Challenge participation - # 16</li> <li>- Fitness Classes or social meet-up participation - 15 to 20 members</li> <li>- Fall break hike - 8 staff</li> </ul>				
<p>Action steps to achieve SMART Objective</p>	<p>Timeline (By When)</p>	<p>Person(s) Responsible</p>	<p>Budget Needed</p>	<p>Action Step Completed</p>
<p>Confirm the 3 events as: walking club, Maintain Challenge, social meet-ups or fitness classes</p>		<p>Team</p>		<p>X</p>
<p>Host a twenty minute walking club before school for staff, students, and community members, three times per week. 101 students, staff, and parents are signed up for Walking Club Over 1400 miles walked as of March 2.</p>	<p>September 9</p>	<p>Staff rotates</p>	<p>\$35.00 walking club mileage tracker \$100</p>	<p>X</p>

			incentives, t-shirts, water bottles - wellness budget	
Fall break hike - Quandary Peak 8 staff participated	October	Kelly B.		<u>x</u>
Advertise and encourage participation for the Cigna Maintain Challenge	End of October	Kelly B.		X
Track the outcome of how many people signed up for the Maintain Challenge - 16	November	Kelly B. and Charity G. will contact Rachel D.		x
Research certified teachers for fitness classes, survey best day and time for classes, and secure space. Yoga with instructor once a week. Free Zumba once a week for staff.	March through May	Wendy Murphy	Participants pay per yoga class Free Zumba.	
Track the outcome of how many people attend each class.		WSCC Team		
Offer incentives to staff for participating.	Throughout the school year	Team	PTA T-shirts Tennis Shoes GC Drawings Bands/Balls	X

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Cheerleading Day Camp is offered to girls K-5, September 19 through September 26.

88 girls signed up for Cheerleading.

PTA Boosterathon fundraiser in November 2015.

The school raised about \$14,000.

Second grade Bike Rodeo/helmet safety in the spring of 2016

K-2 Delta Dental oral health presentation

Fifth grade growth and development workshop

Landsharks running club offered

Laughaceuticals PD for staff on February 12.



## **BOARD OF EDUCATION AGENDA ITEM 6**

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Patricia Vail, Coordinator of Gifted Services
<b>TITLE OF AGENDA ITEM:</b>	Gifted Education Performance Report
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Requested information on Gifted Education performance across the district. Information to include identification updates/processes, Advanced Learning Plan progress, programming and Colorado Department of Education compliance.

**RATIONALE:** District 49 serves to meet the needs of all students

**RELEVANT DATA AND EXPECTED OUTCOMES:** Informational

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Gifted Education plays a critical role in supporting this big rock. To be the best district we must ensure Gifted Education is strong, consistent, and compliant.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Gifted Education must look different and be targeted towards the needs of individual students and matches their Advanced Learning Plan

**FUNDING REQUIRED:** None

**AMOUNT BUDGETED:** None

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 8, 2016



# Gifted Education Performance Report

March 23, 2016

Work Session

Pattie Vail

Coordinator of Gifted Education

Colorado Gifted Education Review (CGER)  
Program Audit on Gifted Education  
March 2015



## Identification

- Consistent expectations among schools, zones and levels
- Expand the Body of Evidence
- Identify in all state defined areas of gifted potential

# Identification



## Falcon Zone

Increased identification by 20%

Increased identification in underrepresented populations by 26%

## Power Zone

Increased identification by 26%

Increased identification in underrepresented populations by 18%

## Sand Creek Zone

Increased identification by 23%

Increased identification in underrepresented populations by 16%

## I-Connect Zone

Increased identification by 27%

Increased identification in underrepresented populations by 30%

All Identifications based on new CDE Mandated Identification Guidelines with Expanded Body of Evidence

## Non-Academic Identification is Under Construction

Plan recently approved by CDE

Trial process this semester

Performance assessment, April 23

Learn from Mistakes

Full roll out 2016-2017



## Evaluation and Accountability

- Accurately code identified gifted students for October count  
*All Student Data Reviewed and Accurately Updated in Information Systems*
- Analyze gifted student achievement data on a regular basis  
*Data Reviewed Quarterly*
- Write effect goals that meet specific gifted students' social emotional needs and monitor those goals for continual development  
*All Students Have a Social Emotional Goal in Advanced Learning Plan*

# Moving Forward

## Based Feedback

### Staff Feedback

- Continue professional development opportunities
- Continue building leadership density
- Transition time – Go Slow to Go Fast
- Continue getting information “out there”
- Expand community student opportunities

### Parent Feedback

- Continue offering specialized parent opportunities
  - Supporting the Emotional Needs of the Gifted
  - Community Opportunities
- Improve school level communications
- Family Night before school year
- Encourage more parent/guardian input on ALPs
  - Involvement opportunities vary from school to school



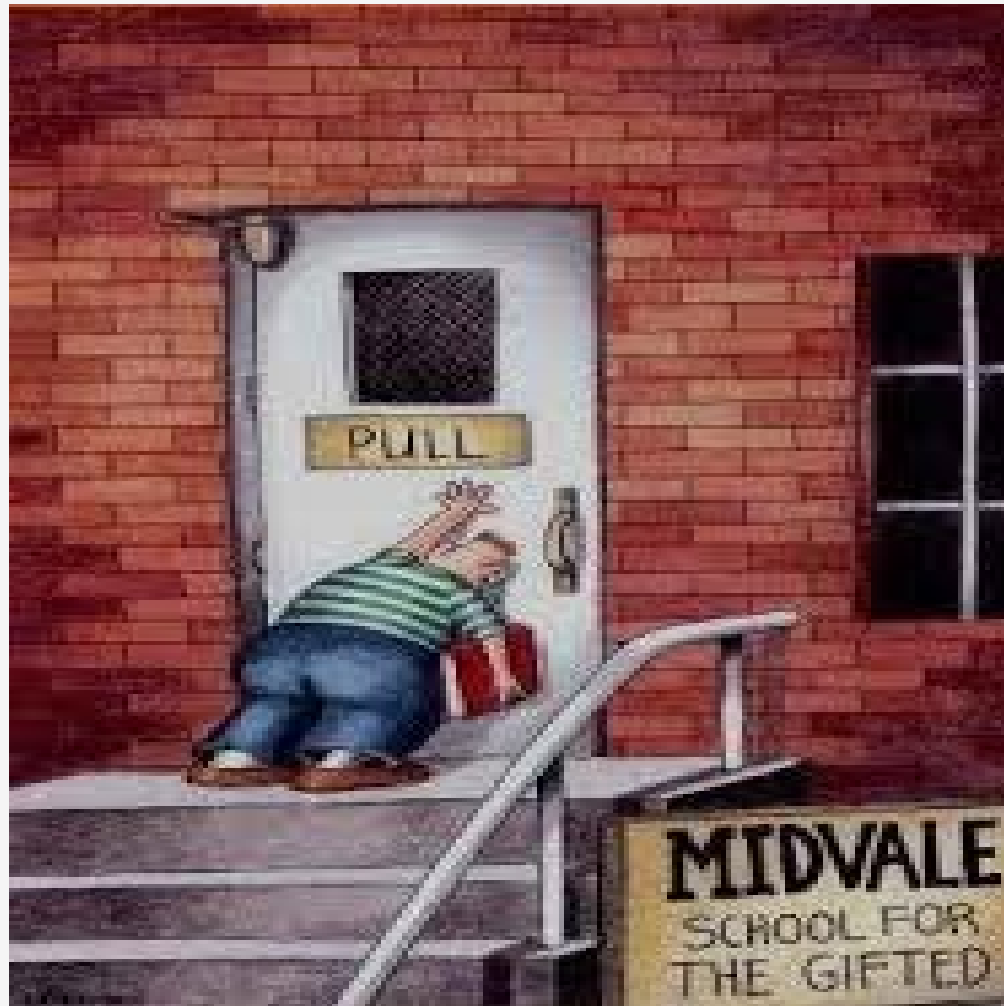
# Great People Make Great Things Happen!



Banning Lewis Ranch Academy – Jasmine Rice (elementary)  
Banning Lewis Ranch Academy – Katie Boal (secondary)  
Evans International Elementary School– Christine Dodson  
Falcon Elementary School of Technology – Darci Humphries  
Falcon Middle School – Kava Lientz  
Falcon High School – Cheryl Goodyear-DeGeorge  
Horizon Middle School – Lori Maher  
Imagine Indigo Academy– Kelsey Shumar (elementary)  
Imagine Indigo Academy – Sami Bly (secondary)  
Odyssey, Ridgeview, Stetson Elementary Schools – Ingrid Daniel  
Meridian Ranch Elementary School – Margaret Stanley  
Patriot Learning Center – Amanda Ortiz-Torres  
Pikes Peak School of Expeditionary Learning – Don Knapp  
Remington Elementary School – Michelle Patchen  
Rocky Mountain Classical Academy – Leslie Winzenried  
Sand Creek High School – Audra Lane  
Springs Ranch Elementary School – Celeste Frothingham  
Springs Studio for Academic Excellence – Kara Lord  
Skyview Middle School – Heather Hutchinson  
Vista Ridge High School – Julie Attias  
Woodmen Hills Elementary School – Paula Hinson

THE BEST DISTRICT TO LEARN, WORK & LEAD

# Questions?



THE BEST DISTRICT TO LEARN, WORK & LEAD

## **BOARD OF EDUCATION AGENDA ITEM 7**

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer Ron Sprinz, Finance Group Manager
<b>TITLE OF AGENDA ITEM:</b>	Budget Focus for 2016-17 School Year and Legislative Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Late in the third quarter of each fiscal year, it is appropriate for the District to begin considering budget priorities for the following fiscal year. In recent years, the amount of funding available for K12 education has been in question and has, in fact, seen several reductions on a year-by-year basis. As a result, the State's quarterly revenue forecast has become a key indicator on what may happen – not only with the current year state revenue forecast (and by extension K12 funding), but also the forecast for the subsequent year. The next forecast will be released March 20 and provides some flavor to Governor Hickenlooper's original forecast for 2016/17 that was first released in November 2015.

**RATIONALE:** The assumption, at this point, is that funding will increase slightly at the state level for the 2016/17 fiscal year. A funding increase for the fourth year in a row, no matter how slight, is a welcome sign after reductions were recognized in the 2010/11 and 2011/12 years, and then flat to 2012/13. Other factors that are defined early, at a high level include projected student count and revenue allocations. Revenue allocations, while tied to specific priorities, have the potential to be managed according to priorities and preferences stated by the Board of Education.

**RELEVANT DATA AND EXPECTED OUTCOMES:** With the increased funding proposals we are aware of at this time, the PPR rate would increase by ~1.6%. In addition, the district will show an increase in student count as is normal for Falcon School District. The combination of rate and volume increases will provide additional funds (aka 'new money') to the District. The first questions to consider, then, are the revenue allocations and next, whether to change compensation rates for district staff in the 2016-17 fiscal year.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in budget strategy and decisions.</i>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	<i>Participation by the DAAC budget sub-committee this year is better than recently seen.</i>
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	<i>Our decentralized approach with innovation is foundational to designing a program for each student.</i>

**FUNDING REQUIRED:**

**AMOUNT BUDGETED:** \$92.2mm

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N/A

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** March 11, 2016

Proposed Budget Walkforward - 16/17  
High-Level Parameters  
District General Funds



## 2015/16 Amended Budget

PPR Walkforward			
\$	6,914.95	15 / 16 Amend Budget	\$ 6,914.95
			0.906% \$ 62.62
2.5%		15 / 16 Current / Suppl	\$ 6,977.57
			1.565% \$ 109.20
\$	7,086.77	16 / 17 Projected Budget	\$ 7,086.77

Compensation Changes (Step, + 1% Ben. Incr.)		\$	2,140,000.00	
Utility Increases		\$	75,000.00	
Impact of Repositioning		\$	500,000.00	
Internal Svcs / Vendor-Program Change:	\$	40,362.34	estimate (1c/8)	
FZone / School-Program Changes	\$	80,746.53	<div> Estimates based on Rate &amp; Volume </div>	
SCZone/ School-Prgm Changes	\$	80,075.10		
PZone / School-Program Changes	\$	78,994.43		
iCZone / School-Prgm Changes	\$	42,720.32		
Other Changes		22.35 / sFTE	\$	322,898.72

**El Paso County School District 49**  
Year-to-Year Walkforward of Student Count

	2015 / 16 Oct HC	Oct HC graduates	roll out Δ to current	KG assump Δ	All Other assump Δ	LY PS to CY KG	Oct. HC grade in	roll in Δ to current	distribute new grade	Charters xfer in	new xfers to PHC	keepers Δ to current	2016 / 17 Formulaic	%	Zone Submitted	%	Difference to Formula	Projected Growth	2016 / 17 sFTE	2015 / 16 sFTE	sFTE Chg	% Chg
Evans International Elementary	684	(104)	(7)	-	4	81	35					43	736	7.6%	736	7.6%	-	52	667.78	617.78	50.00	8.09%
Falcon Elementary	320	(58)	1	-	3	30	16					-	312	-2.5%	306	-4.4%	(6)	(14)	276.59	292.26	(15.67)	-5.36%
Meridian Ranch Elementary	727	(138)	(1)	-	3	61	24					17	693	-4.7%	730	0.4%	37	3	674.31	675.22	(0.91)	-0.13%
Remington Elementary	580	(97)	1	-	3	65	27					(3)	576	-0.7%	576	-0.7%	-	(4)	520.86	528.10	(7.24)	-1.37%
Ridgeview Elementary	761	(136)	(2)	-	4	70	44					29	770	1.2%	798	4.9%	28	37	719.36	685.62	33.74	4.92%
Woodmen Hills Elementary	738	(109)	(6)	-	4	72	47					28	774	4.9%	774	4.9%	-	36	691.52	656.36	35.16	5.36%
Springs Ranch Elementary	574	(88)	-	-	3	40	41					(1)	569	-0.9%	572	-0.3%	3	(2)	509.00	512.06	(3.06)	-0.60%
Stetson Elementary	569	(90)	(2)	-	3	60	34					(2)	572	0.5%	572	0.5%	-	3	510.02	508.52	1.50	0.29%
Odyssey Elementary	550	(89)	2	-	3	47	24					(9)	528	-4.0%	542	-1.5%	14	(8)	495.56	508.00	(12.44)	-2.45%
Falcon Middle	908	(290)	(2)				305	6				12	939	3.4%	940	3.5%	1	32	940.00	908.00	32.00	3.52%
Horizon Middle	651	(209)	(14)				289	6	(29)			23	717	10.1%	717	10.1%	-	66	716.48	650.50	65.98	10.14%
Skyview Middle	1,127	(392)	(7)				315	4	29			4	1,080	-4.2%	1,110	-1.5%	30	(17)	1,110.00	1,127.00	(17.00)	-1.51%
Falcon High	1,238	(314)	(1)				290	2	2	14	(22)	16	1,225	-1.1%	1,251	1.1%	26	13	1,247.50	1,234.50	13.00	1.05%
Sand Creek High	1,275	(311)	5				209	14	51	20	(22)	(2)	1,239	-2.8%	1,239	-2.8%	-	(36)	1,230.75	1,266.50	(35.75)	-2.82%
Vista Ridge High	1,406	(336)	3				392	7	(48)	20	(22)	(10)	1,412	0.4%	1,451	3.2%	39	45	1,449.00	1,403.00	46.00	3.28%
Patriot Learning Center PLC Night School	201	(93)	17								69	(27)	167	-16.9%	160	-20.4%	(7)	(41)	161.13	200.50	(39.37)	-19.63%
Springs Studio Ac Exc	521	(88)	4	-	-	7	-					(47)	397	-23.8%	608	16.7%	211	87	603.81	517.06	86.75	16.78%
Falcon Homeschool Enrichment	206	(4)	-	-	-	16	-					(6)	212	2.9%	236	14.6%	24	30	119.28	104.28	15.00	14.38%

SSAE projection includes  
estimate for PPEC

	2014 / 15 Oct HC	Oct HC graduates	roll out Δ to current	KG assump Δ	All Other assump Δ	LY PS to CY KG	Oct. HC grade in	roll in Δ to current	distribute new grade	Charters xfer in	new xfers to PHC	keepers Δ to current	2016 / 17 Formulaic	%	Zone Submitted	%	Difference to Formula	Projected Growth	2016 / 17 sFTE	2015 / 16 LY sFTE	sFTE Chg	% Chg
Coordinated Schools	13,036.0	(2,946.0)	(9.0)	-	30.0	549.0	2,092.0	39.0	5.0	54.0	3.0	65.0	12,918.0	-0.9%	13,318.0	2.16%	400.0	282.0	12,643.0	12,395.3	247.7	2.00%
Falcon Zone	3,931.0	(909.0)	(9.0)	-	10.0	163.0	682.0	8.0	2.0	14.0	(22.0)	73.0	3,943.0	0.3%	4,001.0	1.78%	58.0	70.0	3,829.9	3,766.3	63.6	1.69%
Sand Creek Zone	3,764.0	(809.0)	(15.0)	-	10.0	186.0	601.0	20.0	22.0	20.0	(22.0)	60.0	3,837.0	1.9%	3,840.0	2.02%	3.0	76.0	3,644.9	3,574.9	69.9	1.96%
POWER Zone	4,413.0	(1,043.0)	(6.0)	-	10.0	177.0	809.0	11.0	(19.0)	20.0	(22.0)	12.0	4,362.0	-1.2%	4,473.0	1.36%	111.0	60.0	4,283.9	4,232.1	51.8	1.22%
iConnect Zone	928.0	(185.0)	21.0	-	-	23.0	-	-	-	-	69.0	(80.0)	776.0	-16.4%	1,004.0	8.19%	228.0	76.0	884.2	821.8	62.4	7.59%
iConnect Charters & Affiliated	9,931.0												9,949.0	4.0%	9,949.0	0.18%		18.0	9,488.7	9,447.0	41.7	0.44%
	22,967.0	(2,946.0)	(9.0)	-	30.0	549.0	2,092.0	39.0	5.0	54.0	3.0	65.0	22,867.0	-0.4%	23,267.0	1.31%	400.0	300.0	22,131.7	21,842.3	289.4	1.32%

HEADCOUNT

2015-16	Roll Forward to Next Year					roll forward retention - coord.										roll forward retention - total										OND = Other Non-District				2.16%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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**FUNDED (sFTE)**

	OND = Other Non-District				
112.0%	104.9%	106.1%	102.5%		2.00%
115%	123%	120%	157%		1.32%

3/16/2016 - 8:15 PM

## **BOARD OF EDUCATION AGENDA ITEM 8**

<b>BOARD WORK SESSION OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer Matt Meister, Director of Communications
<b>TITLE OF AGENDA ITEM:</b>	2016 Election Planning
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education has previously provided guidance to the Administration to conduct primary research for needs, options and financing vehicles for potential participation in the November 2016 election.

As details of the plan projects continue to be finalized, communication efforts are underway. Colorado law allows any school districts to speak positively and create promotional material about a potential bond issue before it refers the actual bond question to the voters.

**RATIONALE:** A coordinated communications plan identifying key audiences, materials, presentations and a timeline to ensure educational efforts around the proposed plan has been approved.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Current D49.org webpages for the plan are presented as are examples of facility performance scorecards available for download on D49.org. Scorecards will also be printed and made available at each campus for review by students, parents, staff and community members.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Clarity and transparency in revenue generation strategies and related decisions.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	There is no closer engagement for community participation than an election. Pursuing an election question in 2016 will need significant community participation for it to be reflective of the community's wishes for D49.
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Recognizing that the efficiencies D49 has achieved the last several years puts the district in a position to be trusted, to be innovative and through the continuous exercise of both, to be the best district to learn, work & lead.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	An election campaign should have clear connection to increasing our portfolio of distinct and exceptional schools.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.

**FUNDING REQUIRED:** Yes

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Continued Thoughts/Guidance

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** March 9, 2016

## BOARD OF EDUCATION AGENDA ITEM 9

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	Monthly Financial Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. The 2015-2016 columns start with the approved budget for the entire year compared to revenues and expenditures through May. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high.

The 2015-2016 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. The 2014-2015 columns are the prior year's total budget and the actual through February 2015. These amounts are provided for comparison to the current year amounts.

**RATIONALE:** This report is to keep the BOE informed of spending. It is required quarterly by law, however, it is being provided monthly in D49 in keeping with the Board's goal of financial transparency and fiscal responsibility.

**RELEVANT DATA AND EXPECTED OUTCOMES:** It is expected that the monitoring of expenditures will result in keeping spending in line with the Board's goals and direction as budgeted.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in financial management strategy and decisions.</i>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** Yes

**AMOUNT BUDGETED:** 2015/16 = \$156.8mm  
(all funds)

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** No specific action necessary beyond recognizing the receipt of these reports and this information.

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** March 11, 2016

# El Paso County School District 49



*Brett Ridgway, Chief Business Officer*

*Ron Sprinz, Finance Group Manager    Ryan Johanson, Accounting Group Manager*

## Management Reporting

**February 29, 2016**

3/16/16 8:58 PM

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**EL PASO COUNTY SCHOOL DISTRICT 49**  
**MONTHLY FINANCIAL SUMMARY**  
**February 29, 2016**



67% of year concluded		156,831,985	107,914,243		41,589,891	(26,685,144)	14,904,747	125,500,816	83,326,754	
Fund	Description	15-16 cBud	15-16 cAct	% of Budget	Year End Fund Balance Walkforward			2014-2015		
					BoY	YTD Result	EoY	14-15 oBud	14-15 cAct	% of Budget
GENERAL FUND (10)	Chg. FundBal	(2,149,445)	(5,780,388)		Budget Actual	Budget Actual	Budget Actual	0	(7,600,168)	
Revenue		\$92,224,138	\$55,428,649	60.10%	\$11,611,083	-\$2,149,445	\$9,461,638	\$85,803,247	\$49,809,445	58.05%
Expenditures		\$94,373,583	\$61,209,037	64.86%	\$11,611,083	-\$5,780,388	\$5,830,695	\$85,803,247	\$57,409,613	66.91%
INSURANCE RESERVE FUND (18)		-	(223,155)					-	(191,632)	
Revenue		\$750,000	\$531,374	70.85%	\$262,402	\$0	\$262,402	\$775,000	\$422,283	54.49%
Expenditures		\$750,000	\$754,530	100.60%	\$262,402	-\$223,155	\$39,246	\$775,000	\$613,915	79.21%
COLORADO PRESCHOOL PROGRAM (19)		(26,368)	(7,450)					0	47,342	
Revenue		\$446,014	\$297,343	66.67%	\$92,644	-\$26,368	\$66,276	\$412,399	\$274,933	66.67%
Expenditures		\$472,382	\$304,793	64.52%	\$92,644	-\$7,450	\$85,194	\$412,399	\$227,590	55.19%
CAPITAL RESERVE FUND (15)		(1,058,843)	(656,622)					-	256,504	
Revenue		\$3,500,000	\$2,571,277	73.47%	\$1,222,484	-\$1,058,843	\$163,641	\$3,000,000	\$2,822,289	94.08%
Expenditures		\$4,558,843	\$3,227,899	70.81%	\$1,222,484	-\$656,622	\$565,862	\$3,000,000	\$2,565,785	85.53%
GRANT FUND (22 & 26)		-	-					-	(37,236)	
Revenue		\$6,600,348	\$2,788,396	42.25%	\$0	\$0	\$0	\$6,000,000	\$2,604,856	43.41%
Expenditures		\$6,600,348	\$2,788,396	42.25%	\$0	\$0	\$0	\$6,000,000	\$2,642,092	44.03%
FEE FOR SERVICE TRANSPORTATION FUN		0	(30,265)					0	57,245	
Revenue		\$1,175,486	\$775,512	65.97%	\$0	\$0	\$0	\$1,170,630	\$682,382	58.29%
Expenditures		\$1,175,486	\$805,776	68.55%	\$0	-\$30,265	-\$30,265	\$1,170,630	\$625,137	53.40%
MLO FUND (16) & BOND REDEMP FUND (31)		(16,422,697)	(18,973,544)					1,596,637	(8,727,094)	
Revenue		\$16,938,612	\$10,127,896	59.79%	\$23,316,556	-\$16,422,697	\$6,893,859	\$14,614,930	\$1,664,409	11.39%
Expenditures		\$33,361,309	\$29,101,440	87.23%	\$23,316,556	-\$18,973,544	\$4,343,011	\$13,018,294	\$10,391,503	79.82%
BUILDING FUND (43)	Chg. FundBal	-	101,192					-	78,796	
Revenue		\$75,000	\$101,192	134.92%	\$160,020	\$0	\$160,020	\$75,000	\$78,796	105.06%
Expenditures		\$75,000	\$0	0.00%	\$160,020	\$101,192	\$261,212	\$75,000	\$0	0.00%
KIDS' CORNER B/A FUND (27)	Chg. FundBal	-	(900)					-	-	
Revenue		\$307,688	\$210,226	68.32%	-\$8,988	\$0	-\$8,988	\$0	\$0	100.00%
Expenditures		\$307,688	\$211,126	68.62%	-\$8,988	-\$900	-\$9,888	\$0	\$0	100.00%
NUTRITION SERVICES (21)	Chg. FundBal	-	333,610					(0)	280,752	
Revenue		\$3,459,145	\$2,282,923	66.00%	\$1,374,740	\$0	\$1,374,740	\$3,561,774	\$2,403,665	67.49%
Expenditures		\$3,459,145	\$1,949,313	56.35%	\$1,374,740	\$333,610	\$1,708,350	\$3,561,774	\$2,122,913	59.60%
HEALTH INSURANCE (64)	Chg. FundBal	-	(1,440,204)					-	(3,165,100)	
Revenue	numbers exclude	\$8,197,200	\$4,435,822	54.11%	\$2,481,630	\$0	\$2,481,630	\$8,197,200	\$1,768,461	21.57%
Expenditures	contra entries	\$8,197,200	\$5,876,027	71.68%	\$2,481,630	-\$1,440,204	\$1,041,426	\$8,197,200	\$4,933,561	60.19%
SCHOLARSHIP FUND (73)	Chg. FundBal	(800)	(985)					-	16	
Revenue		\$200	\$15	7.31%	\$7,110	-\$800	\$6,310	\$200	\$16	8.05%
Expenditures		\$1,000	\$1,000	100.00%	\$7,110	-\$985	\$6,125	\$200	\$0	0.00%
PUPIL ACTIVITY FUND (74)	Chg. FundBal	-	(6,432)					-	(6,096)	
Revenue		\$3,500,000	\$1,678,474	47.96%	\$1,070,210	\$0	\$1,070,210	\$3,487,072	\$1,788,549	51.29%
Expenditures		\$3,500,000	\$1,684,906	48.14%	\$1,070,210	-\$6,432	\$1,063,778	\$3,487,072	\$1,794,645	51.47%

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY REVENUE SUMMARY -GENERAL FUND:  
February 29, 2016



		14-15 cAct	15-16 cBud	15-16 cAct	% BUDGET
LOCAL	% of Revenue Budget				
* Property Taxes	12% - 11% - 1%	\$17,110,021	\$17,650,507	\$1,080,550	6.1%
* Delinquent Taxes & Interest	0%	(18,658)	54,615	(10,728)	(19.6%)
* Specific Ownership Tax	1%	1,816,426	1,364,075	1,160,226	85.1%
Specific Ownership Tax-Bond	1% - 12%	824,623	1,057,405	442,644	41.9%
Tuition & Fees		121,369	120,242	107,223	89.2%
Local Grants & Donations		-	-	-	-
Earnings on Investments		23,123	45,700	28,474	62.3%
Charter School Purchased Services		2,371,660	2,365,930	1,712,489	72.4%
Other Local Revenue		698,283	272,158	988,226	363.1%
TOTAL LOCAL REVENUE	16% - 14% - 6%	\$22,946,847	\$22,930,631	\$5,509,103	24.0%
	14% - 13% - 4%	20,575,187	20,564,702	3,796,614	
STATE					
* Equalization - State Share	80% - 82% - 90%	\$117,064,329	\$131,969,215	\$84,927,683	64.4%
Equalization - CDE Audit Adjustment		(44,328)	-	(971,728)	
Vocational Education		1,007,168	781,999	-	-
Special Education		3,457,218	3,092,625	3,402,817	110.0%
Transportation		339,039	378,047	378,047	100.0%
Transportation - CDE Audit Adjustment		-	-	-	
Gifted Revenue		174,141	150,000	117,099	78.1%
Other State Revenue		1,046,415	1,294,414	564,973	43.6%
TOTAL STATE REVENUE	84% - 85% - 94%	\$123,043,983	\$137,666,301	\$88,418,892	64.2%
	85% - 86% - 96%				
FEDERAL					
Public law 874 - Impact Aid		\$213,460	\$666,910	\$261,885	39.3%
Other Federal Resources		378,101	401,030	88,833	22.2%
TOTAL FEDERAL REVENUE	0.4% - 0.7% - 0.4%	\$591,561	\$1,067,940	\$350,717	32.8%
	0% - 1% - 0%				
TOTAL REVENUE		\$146,582,390	\$161,664,872	\$94,278,712	58.3%
Less: Capital & Insurance Transfers		(4,625,000)	(4,150,000)	(2,766,667)	66.7%
Less: CPP Transfer		(412,399)	(446,014)	(297,343)	66.7%
Less: Charter School PPR Transfers		(51,763,555)	(64,844,720)	(35,786,054)	55.2%
NET REVENUE		\$89,781,437	\$92,224,138	\$55,428,649	60.1%
Included in School Finance Act Formula		-	-	-	
District Coordinated School Student FTE		12,466.76	12,404.68	12,404.68	100.0%
District Coordinated School Net PPR		\$7,201.67	\$7,434.62	\$4,468.37	60.1%
Charter School Student FTE		7,780.64	9,430.02	9,430.02	100.0%
Total District Student FTE (SFTE)		20,247.40	21,834.70	21,834.70	100.0%

Revenue & Expense Summary

	15-16 cBud	per pupil	15-16 cAct	per pupil
Formula Program Funding	\$151,038,412	\$6,917	\$87,157,731	\$3,992
Other Local Revenue	3,861,434	311	3,279,055	264
Other State Revenue	5,697,085	459	3,491,209	281
Federal Revenue	1,067,940	86	350,717	28
Gross Revenue	\$161,664,872	\$7,774	\$94,278,712	\$4,566
Revenue Allocations				
Capital & Insurance Funds	(4,150,000)	(335)	(2,766,667)	(223)
Colorado Preschool Program	(446,014)	(36)	(297,343)	(24)
Charter Schools	(64,844,720)	31	(35,786,054)	150
Net General Fund Revenue	\$92,224,138	\$7,435	\$55,428,649	\$4,468
40% General Education (programs 0010-0030)	(37,253,903)	(3,003)	(24,249,453)	(1,955)
7% Other Instructional (programs 0040-1699)	(6,350,184)	(512)	(3,911,056)	(315)
11% Special Education (program 1700)	(10,299,097)	(830)	(6,410,567)	(517)
1% Athletic Extracurricular (program 1800)	(901,658)	(73)	(571,598)	(46)
0% Academic Extracurricular (program 1900)	(287,912)	(23)	(162,000)	(13)
60% Total Instructional Spend	(55,092,754)	(4,441)	(35,304,674)	(2,846)
7% Student Support Services (program 2100)	(6,134,021)	(494)	(4,276,184)	(345)
5% Instructional Staff Support (program 2200)	(4,548,438)	(367)	(2,779,182)	(224)
1% Board Administration (program 2300)	(1,067,646)	(86)	(502,851)	(41)
9% School Administration (program 2400)	(8,510,952)	(686)	(5,555,714)	(448)
1% Business Services (program 2500)	(1,352,547)	(109)	(892,764)	(72)
10% Operations & Maintenance (program 2600)	(9,414,326)	(759)	(5,980,621)	(482)
2% Student Transportation Svc (program 2700)	(2,165,157)	(175)	(1,331,157)	(107)
4% Central Support Svc (program 2800)	(3,911,665)	(315)	(2,675,626)	(216)
1% Risk Management (program 2850)	(1,024,290)	(83)	(608,146)	(49)
0% Facilities Acquisition/Construction	(171,676)	(14)	(109,429)	(9)
1% Other Uses of Funds	(733,582)	(59)	(1,181,209)	(95)
0% Operating Reserves	(246,530)	(20)	(11,480)	(1)
TABOR Reserve	-	-	-	-
43% Total Support Service Spend	(39,280,829)	(3,167)	(25,904,363)	(2,088)
102% Total Spend	(\$94,373,583)	(\$7,608)	(\$61,209,037)	(\$4,934)
2% Fund Balance Change	(\$2,149,445)	(\$173)	(\$5,780,388)	(\$466)
57% Direct Instructional Spend	(52,141,402)	(4,203.37)	(33,774,089)	(2,723)
23% Direct Support Spend	(20,764,412)	(1,673.92)	(13,114,248)	(1,057)
23% Indirect Spend (Support & Instruct)	(21,467,769)	(1,730.62)	(14,320,699)	(1,154)
Locational Recast of Total Spend	(94,373,583)	(7,607.90)	(61,209,037)	(4,934)

EL PASO COUNTY SCHOOL DIST  
MONTHLY EXPENSE SUMMARY -GENERAL FUND ZONES & GROUPS  
EXPENSE SUMMARY GRID

number pattern: 15-16 cAct  
15-16 cBud



30	Falcon Zone	319,388	1,096,956	<u>bud var.</u>
	Personnel	Implementation	7,525,794	
	Location	Costs	Costs	Total
	132-Falcon ES	1,094,045	93,643	1,187,688
		1,687,520	145,429	1,832,949
	134-Meridian Rch ES	2,023,575	119,811	2,143,386
		3,142,997	235,374	3,378,371
	137-Woodmen Hill ES	2,202,887	166,753	2,369,640
		3,326,848	233,854	3,560,702
	220-Falcon MS	2,812,395	286,410	3,098,805
		4,271,492	453,888	4,725,380
	310-Falcon HS	3,774,544	549,973	4,324,516
		5,698,392	1,067,484	6,765,876
	530-Falcon Zone	311,453	145,558	457,012
		520,488	323,076	843,564
	Total	12,218,900	1,362,148	13,581,048
		18,647,737	2,459,104	21,106,841
	0.0%	88%	10%	3,608 PPEX

35	iConnect Zone	198,687	548,606	<u>bud var.</u>
	Personnel	Implementation	2,109,913	
	Location	Costs	Costs	Total
	510/511 - PLC	952,146	147,132	1,099,278
		1,460,168	288,278	1,748,446
	464-SSAE	1,071,124	512,668	1,583,792
		1,668,296	831,389	2,499,685
	503-Excel	96,327	19,386	115,712
		151,462	73,000	224,462
	501-SummSchool	29,975	12,236	42,211
		103,309	76,044	179,353
	525-HEP	256,121	31,379	287,500
		384,254	77,194	461,448
	522-iConnect Zone	319,547	246,240	565,787
		519,059	171,739	690,798
	Total	2,725,240	969,040	3,694,280
		4,286,547	1,517,645	5,804,193
	0.0%	74%	23%	4,404

31	Sand Creek Zone	549,407	1,565,083	<u>bud var.</u>
	Personnel	Implementation	8,384,256	
	Location	Costs	Costs	Total
	131-Evans ES	1,836,879	155,537	1,992,416
		2,823,192	347,138	3,170,330
	135-Remington ES	1,870,898	158,284	2,029,182
		3,032,986	285,930	3,318,917
	138-Springs Ranch ES	2,125,559	157,163	2,282,722
		3,216,672	335,612	3,552,284
	225-Horizon MS	2,509,841	295,984	2,805,825
		3,808,051	401,156	4,209,207
	315-Sand Creek HS	3,916,199	480,452	4,396,651
		5,954,675	872,276	6,826,951
	531-Sand Creek Zone	280,156	231,576	511,731
		523,129	801,966	1,325,095
	Total	12,539,532	1,478,995	14,018,527
		19,358,705	3,044,078	22,402,783
	0.0%	86%	10%	3,923 PPEX

Internal Svcs & Vendors	40,583	3,008,440	<u>bud var.</u>
	Personnel	Implementation	2,215,569
	Location	Costs	Costs
	36-Spec Services	2,561,616	1,858,433
		3,848,606	2,314,354
	39-Learn Services	1,617,107	882,657
		2,484,291	1,520,203
	38- Central Svcs	1,607,925	801,300
		2,422,952	1,688,597
	33-Info Tech.	-	2,133,168
		28	2,897,604
	34-Transportation	1,275,890	59,182
		1,856,801	314,327
	37-Facil & Maint	1,170,481	334,476
		1,777,435	342,572
	Total	8,233,019	6,069,217
		12,390,112	9,077,657
	0.0%	58%	42%

32	POWER Zone	41,833	879,088	<u>bud var.</u>
	Personnel	Implementation	7,997,514	
	Location	Costs	Costs	Total
	136-Ridgeview ES	2,257,360	163,905	2,421,264
		3,421,924	298,911	3,720,835
	139-Stetson ES	2,075,866	138,395	2,214,261
		3,106,653	275,689	3,382,342
	140-Odyssey ES	1,955,508	106,934	2,062,441
		3,015,453	229,225	3,244,678
	230-Skyview ES	3,551,621	293,688	3,845,309
		5,265,110	488,908	5,754,019
	320-Vista Ridge HS	3,911,807	542,466	4,454,273
		5,842,517	933,360	6,775,876
	532-Vista Ridge Zone	401,026	195,907	596,934
		619,958	94,290	714,248
	Total	14,153,188	1,441,295	15,594,483
		21,271,615	2,320,383	23,591,997
	0.0%	90%	9%	3,688 PPEX

Total District	1,149,898	7,098,172	<u>bud var.</u>
	Personnel	Implementation	33,183,010
	Location	Costs	Costs
	Geo. School bud %	90%	10%
	Total Geo. ES	17,442,577	1,260,424
		26,774,245	2,387,161
	Total Geo. MS	8,873,857	876,082
		13,344,653	1,343,953
	Total Geo. HS	11,602,550	1,572,891
		17,495,584	2,873,120
	Total Zone Levels	1,312,183	819,281
		2,182,633	1,391,071
	iConnect Multi	2,405,693	722,800
		3,767,488	1,345,906
	Internal Svc & Vendor	8,233,019	6,069,217
		12,390,112	9,077,657
	Total	49,869,879	11,320,695
		75,954,716	18,418,867
	0.0%	80.48%	19.52%

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGR  
DIRECT SPENDS BY SCHOOL LOCATION  
February 29, 2016



February 29, 2016														
		1791	51	0002	Preschool or	Support Services for			2061	School	Other	2011		
		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Post-Secondary	Students	Staff	Security	Admin	Direct Spend	Total		
Total School Locations		13,050,101	2,437,167	---	590,065	725,781	1,145,549	356,745	280,677	2,931,604	2,935,589	26,017,477		
2,541,124	15-16 cAct	Personnel Costs	23,424,395	4,695,299	2,078,052	757,873	794,217	2,241,281	561,039	380,810	4,749,115	1,954,779	41,636,859	
		per pupil	1,888.35	378.51	167.52	61.10	64.03	180.68	45.23	30.70	382.85	157.58	3,356.54	
390,479		Implementation Costs	919,419	8,675	454,069	156,526	485,564	3,079	53,506	121,892	756,834	2,291,913	5,251,478	
		per pupil	74.12	0.70	36.60	12.62	39.14	0.25	4.31	9.83	61.01	184.76	423.35	
2,931,604	pupil count	Total	24,343,814	4,703,974	2,532,122	914,398	1,279,781	2,244,360	614,545	502,702	5,505,949	4,246,691	46,888,337	
12,404.68	Student FTE /	per pupil	1,962.47	379.21	204.13	73.71	103.17	180.93	49.54	40.53	443.86	342.35	3,779.89	76.6%
	15-16 cBud	Personnel Costs	35,543,245	7,118,990	3,318,022	1,223,085	1,184,672	3,379,829	899,052	584,923	7,290,239	3,022,547	63,564,604	87.2%
		per pupil	2,865.31	573.90	267.48	98.60	95.50	272.46	72.48	47.15	587.70	243.66	5,124.24	
		Implementation Costs	1,850,670	22,152	778,298	281,378	820,889	10,080	72,239	198,457	1,147,314	4,159,734	9,341,211	12.8%
		per pupil	149.19	1.79	62.74	22.68	66.18	0.81	5.82	16.00	92.49	335.34	753.04	
	pupil count	Total	37,393,915	7,141,141	4,096,320	1,504,463	2,005,562	3,389,909	971,291	783,379	8,437,553	7,182,281	72,905,814	
12,404.68	Student FTE / spend per		3,014.50	575.68	330.22	121.28	161.68	273.28	78.30	63.15	680.19	579.00	5,877.28	77.3%
				4,203.37							1,673.92	Educator Control	77.3%	
Total Indirect Locations		(214,654)	1,451,363	403,166	85,038	-	818,733	981,170	-	483,784	3,156,932	7,147,069		
4,139,663	15-16 cAct	Personnel Costs	5,956	1,082,039	73,600	192,347	-	1,314,636	1,064,580	-	799,560	3,700,301	8,250,450	
		per pupil	0.48	87.23	5.93	15.51	-	105.98	85.82	-	64.46	298.30	665.11	
3,007,407		Implementation Costs	225,067	624,554	356,611	9,238	-	400,813	429,092	-	144,160	3,879,684	6,070,250	
		per pupil	18.14	50.35	28.75	0.74	-	32.31	34.59	-	11.62	312.76	489.35	
7,147,069	pupil count	Total	231,023	1,706,593	430,211	201,585	-	1,715,449	1,493,671	-	943,719	7,579,985	14,320,699	
12,404.68	Student FTE /	per pupil	18.62	137.58	34.68	16.25	-	138.29	120.41	-	76.08	611.06	1,154.46	
	15-16 cBud	Personnel Costs	9,639	1,663,149	123,859	281,723	-	1,966,028	1,710,180	-	1,187,516	5,448,018	12,390,112	
		per pupil	0.78	134.07	9.98	22.71	-	158.49	137.87	-	95.73	439.19	998.83	
		Implementation Costs	6,730	1,494,807	709,518	4,900	-	568,154	764,662	-	239,987	5,288,900	9,077,657	
		per pupil	0.54	120.50	57.20	0.40	-	45.80	61.64	-	19.35	426.36	731.79	
	pupil count	Total	16,369	3,157,956	833,377	286,623	-	2,534,182	2,474,841	-	1,427,503	10,736,918	21,467,769	
12,404.68	Student FTE / spend per		1.32	254.58	67.18	23.11	-	204.29	199.51	-	115.08	865.55	1,730.62	
						Facilities 2,110,826		IT 2,884,576		Transport 2,166,078		3.8%	True Overhead Rate	
Total Programs		12,835,447	3,888,530	1,967,365	675,103	725,781	1,964,282	1,337,916	280,677	3,415,387	6,074,058	33,164,546		
26,067,407	15-16 cAct	Personnel Costs	23,430,351	5,777,338	2,151,652	950,220	794,217	3,555,917	1,625,619	380,810	5,548,675	5,672,511	49,887,309	
		per pupil	1,888.83	465.74	173.45	76.60	64.03	286.66	131.05	30.70	447.30	457.29	4,021.65	
7,097,139		Implementation Costs	1,144,486	633,229	810,680	165,763	485,564	403,892	482,598	121,892	900,994	6,172,630	11,321,728	
		per pupil	92.26	51.05	65.35	13.36	39.14	32.56	38.90	9.83	72.63	497.60	912.70	
33,164,546		Total	24,574,837	6,410,567	2,962,332	1,115,983	1,279,781	3,959,808	2,108,216	502,702	6,449,669	11,845,140	61,209,037	
	12,404.68	Student FTE /	per pupil	1,981.09	516.79	238.81	89.96	319.22	169.95	40.53	519.94	954.89	4,934.35	
	15-16 cBud	Personnel Costs	35,552,884	8,782,139	3,441,881	1,504,808	1,184,672	5,345,857	2,609,232	584,923	8,477,755	8,470,565	75,954,716	
		per pupil	2,866.09	707.97	277.47	121.31	95.50	430.95	210.34	47.15	683.43	682.85	6,123.07	
		Implementation Costs	1,857,400	1,516,959	1,487,816	286,278	820,889	578,233	836,900	198,457	1,387,301	9,448,634	18,418,867	
		per pupil	149.73	122.29	119.94	23.08	66.18	46.61	67.47	16.00	111.84	761.70	1,484.83	
	pupil count	Total	37,410,284	10,299,097	4,929,697	1,791,086	2,005,562	5,924,090	3,446,132	783,379	9,865,056	17,919,198	94,373,583	
	12,404.68	Student FTE / spend per		3,015.82	830.26	397.41	144.39	477.57	277.81	63.15	795.27	1,444.55	7,607.90	

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Students	Staff	Admin	Spend	Direct Spend	Spend	Total	% Direct		
Falcon Area Zone - Fully Loaded			623,212	486,313	213,392	323,630	69,136	815,642	936,874	7,525,794	2,174,462	9,700,256	budget spent		
15-16 cAct	Personnel Costs	7,591,784	1,128,748	480,056	309,470	655,038	91,114	1,302,986	659,704	12,218,900	2,498,403	14,717,302	65.5%		
FHS	per pupil	2,016.76	299.85	127.53	82.21	174.01	24.20	346.14	175.25	3,245.96	663.70	3,909.66			
FMS	Implementation Costs	193,675	2,581	175,251	57,896	1,925	9,788	138,893	782,139	1,362,148	1,841,772	3,203,920	55.4%		
FES	per pupil	51.45	0.69	46.56	15.38	0.51	2.60	36.90	207.78	361.86	489.27	851.12			
MRES	pupil count	Total	7,785,459	1,131,329	655,307	367,367	656,963	100,902	1,441,879	1,441,843	13,581,048	4,340,175	17,921,222	64.3%	
WHES	3,764.34	Student FTE /	per pupil	2,068.21	300.54	174.08	97.59	174.52	26.80	383.04	383.03	3,607.82	1,152.97	4,760.79	
15-16 cBud		Personnel Costs	11,428,361	1,746,221	797,404	471,270	976,942	151,120	2,051,276	1,025,143	18,647,737	3,759,919	22,407,656		
	per pupil	3,035.95	463.88	211.83	125.19	259.53	40.15	544.92	272.33	4,953.79	998.83	5,952.61			
	Implementation Costs	414,694	8,321	344,216	109,488	3,650	18,918	206,244	1,353,574	2,459,104	2,754,717	5,213,822			
	per pupil	110.16	2.21	91.44	29.09	0.97	5.03	54.79	359.58	653.26	731.79	1,385.06			
	pupil count	Total	11,843,056	1,754,542	1,141,620	580,758	980,592	170,037	2,257,520	2,378,716	21,106,841	6,514,636	27,621,478		
	3,764.34	Student FTE / spend per	3,146.12	466.10	303.27	154.28	260.50	45.17	599.71	631.91	5,607.05	1,730.62	7,337.67		
			6.4%	4,069.76				1,537.29		70.1%	budget in zone ctrl direct spend bud= 76%				
Sand Creek Area Zone - Fully Loaded			830,564	268,015	254,243	333,747	199,858	771,845	1,353,271	8,384,256	2,064,143	10,448,398	spent		
15-16 cAct	Personnel Costs	7,554,803	1,552,302	360,478	221,469	635,998	300,482	1,220,128	693,873	12,539,532	2,371,649	14,911,181	64.8%		
SCHS	per pupil	2,114.20	434.41	100.88	61.98	177.98	84.09	341.45	194.18	3,509.17	663.70	4,172.87			
HMS	Implementation Costs	352,003	2,063	73,801	42,139	449	37,919	211,798	758,823	1,478,995	1,748,332	3,227,327	48.6%		
EES	per pupil	98.51	0.58	20.65	11.79	0.13	10.61	59.27	212.36	413.89	489.27	903.16			
RES	pupil count	Total	7,906,806	1,554,365	434,279	263,608	636,446	338,401	1,431,926	1,452,696	14,018,527	4,119,980	18,138,507	62.6%	
SRES	3,573.36	Student FTE /	per pupil	2,212.71	434.99	121.53	73.77	178.11	94.70	400.72	406.54	3,923.07	1,152.97	5,076.04	
15-16 cBud		Personnel Costs	11,554,937	2,377,819	602,810	413,069	968,943	492,263	1,852,636	1,096,226	19,358,705	3,569,163	22,927,868		
	per pupil	3,233.63	665.43	168.70	115.60	271.16	137.76	518.46	306.78	5,417.51	998.83	6,416.33			
	Implementation Costs	724,581	7,110	99,484	104,781	1,250	45,996	351,135	1,709,741	3,044,078	2,614,959	5,659,038			
	per pupil	202.77	1.99	27.84	29.32	0.35	12.87	98.26	478.47	851.88	731.79	1,583.67			
	pupil count	Total	12,279,518	2,384,929	702,294	517,850	970,193	538,259	2,203,771	2,805,967	22,402,783	6,184,123	28,586,906		
	3,573.36	Student FTE / spend per	3,436.41	667.42	196.54	144.92	271.51	150.63	616.72	785.25	6,269.39	1,730.62	8,000.01		
			8.3%	4,445.28				1,824.11		70.0%	budget in zone ctrl direct spend bud= 78%				
POWER Zone - Fully Loaded			4,433,983	888,141	427,297	122,430	395,931	87,589	841,737	800,406	7,997,514	2,442,375	10,439,889	spent	
15-16 cAct	Personnel Costs	8,147,855	1,877,462	634,647	226,934	772,823	169,443	1,495,840	828,185	14,153,188	2,806,228	16,959,416	66.5%		
VRHS	per pupil	1,927.05	444.04	150.10	53.67	182.78	40.08	353.78	195.87	3,347.38	663.70	4,011.08			
SMS	Implementa	353,576	533	160,102	56,490	551	5,799	159,576	704,667	1,441,295	2,068,695	3,509,990	62.1%		
RvES	per pupil	83.62	0.13	37.87	13.36	0.13	1.37	37.74	166.66	340.88	489.27	830.15			
SES	pupil count	Implementation Costs	8,501,431	1,877,996	794,749	283,424	773,374	175,242	1,655,415	1,532,851	15,594,483	4,874,923	20,469,406	66.1%	
OES	4,228.14	Student FTE /	per pupil	2,010.68	444.17	187.97	67.03	182.91	41.45	391.52	362.54	3,688.26	1,152.97	4,841.23	
15-16 cBud		Personnel Costs	12,313,467	2,763,683	946,380	338,745	1,168,276	255,506	2,238,365	1,247,192	21,271,615	4,223,175	25,494,789		
	per pupil	2,912.27	653.64	223.83	80.12	276.31	60.43	529.40	294.97	5,030.96	998.83	6,029.79			
	Implementation Costs	621,948	2,454	275,666	67,109	1,030	7,325	258,787	1,086,065	2,320,383	3,094,123	5,414,505			
	per pupil	147.10	0.58	65.20	15.87	0.24	1.73	61.21	256.87	548.80	731.79	1,280.59			
	pupil count	Total	12,935,414	2,766,136	1,222,046	405,854	1,169,305	262,831	2,497,152	2,333,257	23,591,997	7,317,297	30,909,295		
	4,228.14	Student FTE / spend per	3,059.36	654.22	289.03	95.99	276.55	62.16	590.60	551.84	5,579.76	1,730.62	7,310.38		
			8.9%	4,098.60				1,481.16		67.4%	budget in zone ctrl direct spend bud= 76%				

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Support Services for		School Admin	Oth Direct Spend	Total Direct Spend	Indirect Spend	Total	% budget spent
		-	-	-	-	Students	Staff	-	-	-	-	-	
35	iConnectZone - Fully Loaded		95,250	1,108,354	-	92,241	163	502,380	125,716	2,109,913	484,554	2,594,467	
	15-16 cAct Personnel Costs	129,954	136,787	1,397,088	-	177,422	-	730,161	153,828	2,725,240	556,740	3,281,980	63.6%
	per pupil	154.92	163.07	1,665.50	-	211.51	-	870.44	183.38	3,248.82	663.70	3,912.52	
PLC	Implementation Costs	20,164	3,497	530,480	-	154	-	246,568	168,176	969,040	410,418	1,379,458	63.9%
FVA	per pupil	24.04	4.17	632.40	-	0.18	-	293.94	200.49	1,155.21	489.27	1,644.48	
Expelled	pupil count	Total	150,118	140,284	1,927,568	-	177,577	-	976,729	322,004	967,158	4,661,438	63.6%
HmeSch	838.84	Student FTE /	178.96	167.24	2,297.90	-	211.69	-	1,164.38	383.87	1,152.97	5,557.00	
	15-16 cBud Personnel Costs	246,480	231,267	2,156,100	-	265,667	163	1,147,962	238,908	4,286,547	837,855	5,124,402	
	per pupil	293.83	275.70	2,570.33	-	316.71	0.19	1,368.51	284.81	5,110.09	998.83	6,108.91	
	Implementation Costs	89,447	4,267	879,823	-	4,150	-	331,147	208,811	1,517,645	613,857	2,131,502	
	per pupil	106.63	5.09	1,048.86	-	4.95	-	394.77	248.93	1,809.22	731.79	2,541.01	
	pupil count	Total	335,927	235,534	3,035,922	-	269,817	163	1,479,109	447,720	1,451,712	7,255,905	
	838.84	Student FTE / spend per	400.47	280.79	3,619.19	-	321.66	0.19	1,763.28	533.74	1,730.62	8,649.93	
			3.2%	4,300.44				2,618.87		76.7%	budget in zone ctrl	direct spend bud= 80%	
Internal Service Groups - Allocated			1,451,353	307,059	85,038	818,733	981,170	479,766	945,381	4,949,954	(4,949,954)	-	spent
	15-16 cAct Personnel Costs	5,956	1,082,039	73,600	192,347	1,314,636	1,064,580	799,560	1,253,930	5,786,648	(5,786,648)	-	66.1%
	per pupil	0.48	87.23	5.93	15.51	105.98	85.82	64.46	101.09	466.49	(466.49)	-	
CEO	Implementation Costs	225,067	624,554	452,717	9,238	400,813	429,092	120,890	1,376,127	3,542,390	(3,542,390)	-	64.1%
CBO	per pupil	18.14	50.35	36.50	0.74	32.31	34.59	9.75	110.94	285.57	(285.57)	-	
BOE	pupil count	Total	231,023	1,706,593	526,317	201,585	1,493,671	920,450	2,630,057	9,329,038	(9,329,038)	-	65.3%
	12,404.68	Student FTE /	18.62	137.58	42.43	138.29	120.41	74.20	212.02	752.06	(752.06)	-	
	15-16 cBud Personnel Costs	9,639	1,663,149	123,859	281,723	1,966,028	1,710,180	1,187,516	1,813,754	8,755,848	(8,755,848)	-	
	per pupil	0.78	134.07	9.98	22.71	158.49	137.87	95.73	146.22	705.85	(705.85)	-	
	Implementation Costs	6,730	1,494,807	709,518	4,900	568,154	764,662	212,700	1,761,684	5,523,154	(5,523,154)	-	
	per pupil	0.54	120.50	57.20	0.40	45.80	61.64	17.15	142.02	445.25	(445.25)	-	
	pupil count	Total	16,369	3,157,956	833,377	2,534,182	2,474,841	1,400,216	3,575,438	14,279,002	(14,279,002)	-	
	12,404.68	Student FTE / spend per	1.32	254.58	67.18	204.29	199.51	112.88	288.23	1,151.10	(1,151.10)	-	
				346.19				804.91					
Internal Vendor Groups - Allocated			-	-	-	-	-	4,018	2,211,552	2,215,569	(2,215,569)	-	spent
	15-16 cAct Personnel Costs	-	-	-	-	-	-	-	2,446,371	2,446,371	(2,446,371)	-	67.3%
	per pupil	-	-	-	-	-	-	-	197.21	197.21	(197.21)	-	
Facilities	Implementation Costs	-	-	-	-	-	-	23,270	2,503,557	2,526,827	(2,526,827)	-	71.1%
Transportation	per pupil	-	-	-	-	-	-	1.88	201.82	203.70	(203.70)	-	
I. T.	pupil count	Total	-	-	-	-	-	23,270	4,949,928	4,973,198	(4,973,198)	-	69.2%
	12,404.68	Student FTE /	-	-	-	-	-	1.88	399.04	400.91	(400.91)	-	
	15-16 cBud Personnel Costs	-	-	-	-	-	-	-	3,634,264	3,634,264	(3,634,264)	-	
	per pupil	-	-	-	-	-	-	-	292.98	292.98	(292.98)	-	
	Implementation Costs	-	-	-	-	-	-	27,288	3,527,216	3,554,503	(3,554,503)	-	
	per pupil	-	-	-	-	-	-	2.20	284.35	286.55	(286.55)	-	
	pupil count	Total	-	-	-	-	-	27,288	7,161,480	7,188,767	(7,188,767)	-	
	12,404.68	Student FTE / spend per	-	-	-	-	-	2.20	577.32	579.52	(579.52)	-	
								579.52					

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016				Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Post-Secondary	Students	Staff	Security	Admin	Direct Spend	Total			
				-	-	-	-	-	-	-	-	-	-	-	-	% budg	
Geographic Zones				12,864,293	2,341,917	504,467	590,065	677,158	1,053,308	356,582	280,181	2,429,224	2,810,369	23,907,564		spent	
2,123,323	15-16 cAct	Personnel Costs		23,294,441	4,558,512	728,934	757,873	746,246	2,063,858	561,039	366,809	4,018,954	1,814,952	38,911,619		66%	
		per pupil		2,014.07	394.14	63.02	65.53	64.52	178.44	48.51	31.71	347.48	156.92	3,364.36			
305,900		Implementation Costs		899,255	5,178	4,270	156,526	404,884	2,925	53,506	116,871	510,266	2,128,758	4,282,438		55%	
		per pupil		77.75	0.45	0.37	13.53	35.01	0.25	4.63	10.10	44.12	184.06	370.27			
2,429,224	pupil count	Total		24,193,696	4,563,690	733,204	914,398	1,151,130	2,066,783	614,545	483,681	4,529,220	3,943,710	43,194,057		64%	
11,565.84	Student FTE /	per pupil		2,091.82	394.58	63.39	79.06	99.53	178.70	53.13	41.82	391.60	340.98	3,734.62			
	15-16 cBud	Personnel Costs		35,296,765	6,887,723	1,234,237	1,223,085	1,112,358	3,114,161	898,889	571,479	6,142,277	2,797,082	59,278,056			
		per pupil		3,051.81	595.52	106.71	105.75	96.18	269.26	77.72	49.41	531.07	241.84	5,125.27			
		Implementation Costs		1,761,223	17,885	3,435	281,378	715,930	5,930	72,239	192,383	816,166	3,956,997	7,823,565			
		per pupil		152.28	1.55	0.30	24.33	61.90	0.51	6.25	16.63	70.57	342.13	676.44			
	pupil count	Total		37,057,988	6,905,607	1,237,672	1,504,463	1,828,288	3,120,091	971,127	763,862	6,958,444	6,754,079	67,101,622			
11,565.84	Student FTE / spend per			3,204.09	597.07	107.01	130.08	158.08	269.77	83.97	66.04	601.64	583.97	5,801.71			
						4,196.32											
35 iConnectZone				185,809	95,250	1,059,731	-	48,623	92,241	163	496	502,380	125,220	2,109,913		spent	
417,801	15-16 cAct	Personnel Costs		129,954	136,787	1,349,118	-	47,970	177,422	-	14,001	730,161	139,827	2,725,240		64%	
		per pupil		154.92	163.07	1,608.31	-	57.19	211.51	-	16.69	870.44	166.69	3,248.82			
84,579		Implementation Costs		20,164	3,497	449,799	-	80,681	154	-	5,021	246,568	163,155	969,040		64%	
		per pupil		24.04	4.17	536.22	-	96.18	0.18	-	5.99	293.94	194.50	1,155.21			
502,380	pupil count	Total		150,118	140,284	1,798,917	-	128,651	177,577	-	19,022	976,729	302,982	3,694,280		64%	
838.84	Student FTE /	per pupil		178.96	167.24	2,144.53	-	153.37	211.69	-	22.68	1,164.38	361.19	4,404.03			
	15-16 cBud	Personnel Costs		246,480	231,267	2,083,785	-	72,314	265,667	163	13,444	1,147,962	225,465	4,286,547			
		per pupil		293.83	275.70	2,484.13	-	86.21	316.71	0.19	16.03	1,368.51	268.78	5,110.09			
		Implementation Costs		89,447	4,267	774,863	-	104,959	4,150	-	6,074	331,147	202,737	1,517,645			
		per pupil		106.63	5.09	923.73	-	125.12	4.95	-	7.24	394.77	241.69	1,809.22			
	pupil count	Total		335,927	235,534	2,858,649	-	177,273	269,817	163	19,518	1,479,109	428,202	5,804,193			
838.84	Student FTE / spend per			400.47	280.79	3,407.86	-	211.33	321.66	0.19	23.27	1,763.28	510.47	6,919.31			
						4,300.44											
Total Innovation Zones				13,050,101	2,437,167	1,564,189	590,065	725,781	1,145,549	356,745	280,677	2,931,604	2,935,589	26,017,477		spent	
2,541,124	15-16 cAct	Personnel Costs		23,424,395	4,695,299	2,078,052	757,873	794,217	2,241,281	561,039	380,810	4,749,115	1,954,779	41,636,859		66%	
		per pupil		1,888.35	378.51	167.52	61.10	64.03	180.68	45.23	30.70	382.85	157.58	3,356.54			
390,479		Implementation Costs		919,419	8,675	454,069	156,526	485,564	3,079	53,506	121,892	756,834	2,291,913	5,251,478		56%	
		per pupil		74.12	0.70	36.60	12.62	39.14	0.25	4.31	9.83	61.01	184.76	423.35			
2,931,604	pupil count	Total		24,343,814	4,703,974	2,532,122	914,398	1,279,781	2,244,360	614,545	502,702	5,505,949	4,246,691	46,888,337		64%	
12,404.68	Student FTE /	per pupil		1,962.47	379.21	204.13	73.71	103.17	180.93	49.54	40.53	443.86	342.35	3,779.89			
	15-16 cBud	Personnel Costs		35,543,245	7,118,990	3,318,022	1,223,085	1,184,672	3,379,829	899,052	584,923	7,290,239	3,022,547	63,564,604			
		per pupil		2,865.31	573.90	267.48	98.60	95.50	272.46	72.48	47.15	587.70	243.66	5,124.24			
		Implementation Costs		1,850,670	22,152	778,298	281,378	820,889	10,080	72,239	198,457	1,147,314	4,159,734	9,341,211			
		per pupil		149.19	1.79	62.74	22.68	66.18	0.81	5.82	16.00	92.49	335.34	753.04			
	pupil count	Total		37,393,915	7,141,141	4,096,320	1,504,463	2,005,562	3,389,909	971,291	783,379	8,437,553	7,182,281	72,905,814			
12,404.68	Student FTE / spend per			3,014.50	575.68	330.22	121.28	161.68	273.28	78.30	63.15	680.19	579.00	5,877.28			
						4,203.37											
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EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for		Security	School Admin	Other Direct Spend	Total	% budget
							Students	Staff					
510	Patriot Learning Center	16,403	45,489	281,220	-	42,400	43,398	-	(267)	92,492	128,033	649,168	spent
90,159	15-16 cAct Personnel Costs	10,998	29,310	525,666	-	47,970	68,921	-	14,001	177,087	78,192	952,146	65%
511	& PLC Night School	54.85	146.19	2,621.78	-	239.25	343.75	-	69.83	883.23	389.99	4,748.86	
2,333	Implementation Costs	1,024	15	29,258	-	34,323	154	-	1,213	4,358	76,785	147,132	51%
	per pupil	5.11	0.07	145.93	-	171.19	0.77	-	6.05	21.74	382.97	733.82	
92,492	pupil count	12,023	29,325	554,924	-	82,293	69,076	-	15,214	181,445	154,977	1,099,278	63%
200.50	Student FTE /	59.96	146.26	2,767.70	-	410.44	344.52	-	75.88	904.96	772.95	5,482.68	
15-16 cBud	Personnel Costs	26,426	74,514	770,782	-	72,314	112,324	-	13,444	267,246	123,118	1,460,168	
	per pupil	131.80	371.64	3,844.30	-	360.67	560.22	-	67.05	1,332.90	614.06	7,282.63	
	Implementation Costs	2,000	300	65,362	-	52,379	150	-	1,503	6,692	159,892	288,278	
	per pupil	9.98	1.50	326.00	-	261.24	0.75	-	7.50	33.38	797.47	1,437.80	
	pupil count	28,426	74,814	836,144	-	124,694	112,474	-	14,947	273,938	283,010	1,748,446	
200.50	Student FTE / spend per	141.78	373.14	4,170.30	-	621.91	560.97	-	74.55	1,366.27	1,411.52	8,720.43	
				5,307.12						3,413.31			
464	Springs Studio for Academic Excellence	54,841	49,761	598,215	-	535	45,152	163	493	118,751	47,981	915,893	spent
96,293	15-16 cAct Personnel Costs	88,981	107,477	560,571	-	-	101,361	-	-	185,025	27,710	1,071,124	64%
461	&	172.09	207.86	1,084.15	-	-	196.03	-	-	357.84	53.59	2,071.57	
22,458	Implementation Costs	6,989	3,482	407,740	-	44,977	-	-	1,007	15,457	33,016	512,668	62%
	per pupil	13.52	6.73	788.57	-	86.99	-	-	1.95	29.89	63.85	991.51	
118,751	pupil count	95,970	110,959	968,310	-	44,977	101,361	-	1,007	200,482	60,726	1,583,792	63%
517.06	Student FTE /	185.61	214.60	1,872.72	-	86.99	196.03	-	1.95	387.73	117.44	3,063.07	
15-16 cBud	Personnel Costs	136,678	156,753	908,724	-	-	142,513	163	-	281,318	42,147	1,668,296	
	per pupil	264.34	303.16	1,757.48	-	-	275.62	0.32	-	544.07	81.51	3,226.50	
	Implementation Costs	14,133	3,967	657,802	-	45,512	4,000	-	1,500	37,915	66,560	831,389	
	per pupil	27.33	7.67	1,272.20	-	88.02	7.74	-	2.90	73.33	128.73	1,607.92	
	pupil count	150,811	160,720	1,566,525	-	45,512	146,513	163	1,500	319,233	108,707	2,499,685	
517.06	Student FTE / spend per	291.67	310.83	3,029.68	-	88.02	283.36	0.32	2.90	617.40	210.24	4,834.42	
				3,720.20						1,114.22			
503	Excl Program	-	-	54,906	-	1,495	-	-	-	31	52,318	108,750	spent
-	15-16 cAct Personnel Costs	-	-	73,002	-	-	-	-	-	-	23,324	96,327	64%
540	& CSSC General (540)	-	-	5.89	-	-	-	-	-	-	1.88		
31	Implementation Costs	-	-	4,471	-	1,380	-	-	-	1,044	12,491	19,386	27%
	per pupil	-	-	0.36	-	-	-	-	-	-	1.01		
31	pupil count	-	-	77,473	-	1,380	-	-	-	1,044	35,815	115,712	52%
12,404.68	Student FTE /	-	-	-	-	-	-	-	-	-	2.89		
15-16 cBud	Personnel Costs	-	-	111,829	-	-	-	-	-	-	39,633	151,462	
	per pupil	-	-	-	-	-	-	-	-	-	3.20		
	Implementation Costs	-	-	20,550	-	2,875	-	-	-	1,075	48,500	73,000	
	per pupil	-	-	-	-	-	-	-	-	-	-		
	pupil count	-	-	132,379	-	2,875	-	-	-	1,075	88,133	224,462	
12,404.68	Student FTE / spend per	-	-	10.67	-	0.23	-	-	-	0.09	7.10	18.09	
				10.90						7.19			

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for		Security	School Admin	Other Direct Spend	Total	% budget spent
							Students	Staff					
501	Summ School	113,748	-	20,309	-	-	-	-	-	2,779	306	137,142	
2,779	15-16 cAct	Personnel Costs	29,975	-	-	-	-	-	-	-	-	29,975	29%
505	& READ Act Camps (505)	per pupil	2.42	-	-	-	-	-	-	-	-	2.42	
		Implementation Costs	12,082	-	-	-	-	-	-	-	154	12,236	16%
		per pupil	0.97	-	-	-	-	-	-	-	0.01	0.99	
2,779	pupil count	Total	42,057	-	-	-	-	-	-	-	154	42,211	24%
12,404.68	Student FTE /	per pupil	3.39	-	-	-	-	-	-	-	0.01	3.40	
15-16 cBud	Personnel Costs	83,221	-	17,309	-	-	-	-	-	2,779	-	103,309	
	per pupil	6.71	-	1.40	-	-	-	-	-	0.22	-	8.33	
	Implementation Costs	72,584	-	3,000	-	-	-	-	-	-	460	76,044	
	per pupil	5.85	-	0.24	-	-	-	-	-	-	0.04	6.13	
pupil count	Total	155,805	-	20,309	-	-	-	-	-	2,779	460	179,353	
12,404.68	Student FTE / spend per	12.56	-	1.64	-	-	-	-	-	0.22	0.04	14.46	
				14.20						0.26			
522	iConnect Zone Level	155	-	-	-	4,193	-	-	-	257,874	(137,210)	125,011	spent
199,357	15-16 cAct	Personnel Costs	-	-	-	-	-	-	-	319,547	-	319,547	62%
523	& iConnect Solutions (523)	per pupil	-	-	-	-	-	-	-	380.94	-	380.94	
58,517		Implementation Costs	-	-	-	-	-	-	-	224,375	21,865	246,240	143%
	per pupil	-	-	-	-	-	-	-	-	267.48	26.07	293.55	
257,874	pupil count	Total	-	-	-	-	-	-	-	543,922	21,865	565,787	82%
838.84	Student FTE /	per pupil	-	-	-	-	-	-	-	648.42	26.07	674.49	
15-16 cBud	Personnel Costs	155	-	-	-	-	-	-	-	518,904	-	519,059	
	per pupil	0.18	-	-	-	-	-	-	-	618.60	-	618.78	
	Implementation Costs	-	-	-	-	4,193	-	-	-	282,892	(115,345)	171,739	
	per pupil	-	-	-	-	5.00	-	-	-	337.24	(137.51)	204.73	
pupil count	Total	155	-	-	-	4,193	-	-	-	801,796	(115,345)	690,798	
838.84	Student FTE / spend per	0.18	-	-	-	5.00	-	-	-	955.84	(137.51)	823.52	
				5.18						818.33			
525	Home School	661	-	105,081	-	-	3,690	-	270	30,454	33,792	173,948	spent
29,214	15-16 cAct	Personnel Costs	-	189,879	-	-	7,140	-	-	48,501	10,600	256,121	67%
	per pupil	-	-	1,565.63	-	-	58.87	-	-	399.91	87.40	2,111.82	
1,239		Implementation Costs	69	8,330	-	-	-	-	2,801	1,334	18,844	31,379	41%
	per pupil	0.57	-	68.69	-	-	-	-	23.10	11.00	155.38	258.73	
30,454	pupil count	Total	69	198,210	-	-	7,140	-	2,801	49,836	29,444	287,500	62%
121.28	Student FTE /	per pupil	0.57	1,634.31	-	-	58.87	-	23.10	410.91	242.78	2,370.55	
15-16 cBud	Personnel Costs	-	-	275,142	-	-	10,831	-	-	77,716	20,566	384,254	
	per pupil	-	-	2,268.65	-	-	89.30	-	-	640.79	169.57	3,168.32	
	Implementation Costs	730	-	28,149	-	-	-	-	3,071	2,574	42,670	77,194	
	per pupil	6.02	-	232.10	-	-	-	-	25.32	21.22	351.83	636.50	
pupil count	Total	730	-	303,291	-	-	10,831	-	3,071	80,289	63,236	461,448	
121.28	Student FTE / spend per	6.02	-	2,500.75	-	-	89.30	-	25.32	662.02	521.41	3,804.82	
				2,506.77						1,298.05			

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016				Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Post-Secondary	Students	Staff	Security	Admin	Direct Spend	Total	% budget	
				-	-	-	-	-	-	-	-	-	-	-	-	spent
30	Falcon Innovation Zone				623,212	127,156	213,392	359,156	323,630	69,136	99,302	815,642	637,571	7,525,794		
FHS	15-16 cAct	Personnel Costs		7,591,784	1,128,748	120,760	309,470	359,296	655,038	91,114	133,359	1,302,986	526,345	12,218,900		66%
FMS		per pupil		2,016.76	299.85	32.08	82.21	95.45	174.01	24.20	35.43	346.14	139.82	3,245.96		
FES		Implementation Costs		193,675	2,581	3,235	57,896	172,016	1,925	9,788	43,871	138,893	738,268	1,362,148		55%
		per pupil		51.45	0.69	0.86	15.38	45.70	0.51	2.60	11.65	36.90	196.12	361.86		
MRES	pupil count	Total		7,785,459	1,131,329	123,995	367,367	531,312	656,963	100,902	177,229	1,441,879	1,264,613	13,581,048		64%
WHES	3,764.34	Student FTE /	per pupil	2,068.21	300.54	32.94	97.59	141.14	174.52	26.80	47.08	383.04	335.95	3,607.82		
	15-16 cBud	Personnel Costs		11,428,361	1,746,221	247,916	471,270	549,488	976,942	151,120	209,104	2,051,276	816,039	18,647,737		
		per pupil		3,035.95	463.88	65.86	125.19	145.97	259.53	40.15	55.55	544.92	216.78	4,953.79		
		Implementation Costs		414,694	8,321	3,235	109,488	340,981	3,650	18,918	67,428	206,244	1,286,146	2,459,104		
		per pupil		110.16	2.21	0.86	29.09	90.58	0.97	5.03	17.91	54.79	341.67	653.26		
	pupil count	Total		11,843,056	1,754,542	251,151	580,758	890,468	980,592	170,037	276,531	2,257,520	2,102,185	21,106,841		
	3,764.34	Student FTE /	spend per	3,146.12	466.10	66.72	154.28	236.55	260.50	45.17	73.46	599.71	558.45	5,607.05		
						4,069.76						1,537.29				
31	Sand Creek Innovation Zone				830,564	187,778	254,243	80,237	333,747	199,858	83,481	771,845	1,269,790	8,384,256		spent
SCHS	15-16 cAct	Personnel Costs		7,554,803	1,552,302	222,175	221,469	138,303	635,998	300,482	91,827	1,220,128	602,046	12,539,532		65%
HMS		per pupil		2,114.20	434.41	62.18	61.98	38.70	177.98	84.09	25.70	341.45	168.48	3,509.17		
EES		Implementation Costs		352,003	2,063	-	42,139	73,801	449	37,919	38,668	211,798	720,155	1,478,995		49%
RES		per pupil		98.51	0.58	-	11.79	20.65	0.13	10.61	10.82	59.27	201.53	413.89		
SRES	pupil count	Total		7,906,806	1,554,365	222,175	263,608	212,104	636,446	338,401	130,495	1,431,926	1,322,201	14,018,527		63%
	3,573.36	Student FTE /	per pupil	2,212.71	434.99	62.18	73.77	59.36	178.11	94.70	36.52	400.72	370.02	3,923.07		
	15-16 cBud	Personnel Costs		11,554,937	2,377,819	409,953	413,069	192,857	968,943	492,263	152,688	1,852,636	943,538	19,358,705		
		per pupil		3,233.63	665.43	114.72	115.60	53.97	271.16	137.76	42.73	518.46	264.05	5,417.51		
		Implementation Costs		724,581	7,110	-	104,781	99,484	1,250	45,996	61,287	351,135	1,648,453	3,044,078		
		per pupil		202.77	1.99	-	29.32	27.84	0.35	12.87	17.15	98.26	461.32	851.88		
	pupil count	Total		12,279,518	2,384,929	409,953	517,850	292,341	970,193	538,259	213,975	2,203,771	2,591,992	22,402,783		
	3,573.36	Student FTE /	spend per	3,436.41	667.42	114.72	144.92	81.81	271.51	150.63	59.88	616.72	725.37	6,269.39		
						4,445.28						1,824.11				
32	POWER Innovation Zone				888,141	189,533	122,430	237,764	395,931	87,589	97,398	841,737	703,007	7,997,514		spent
VRHS	15-16 cAct	Personnel Costs		8,147,855	1,877,462	386,000	226,934	248,647	772,823	169,443	141,624	1,495,840	686,561	14,153,188		67%
SMS		per pupil		1,927.05	444.04	91.29	53.67	58.81	182.78	40.08	33.50	353.78	162.38	3,347.38		
RvES		Implementation Costs		353,576	533	1,035	56,490	159,067	551	5,799	34,333	159,576	670,334	1,441,295		62%
SES		per pupil		83.62	0.13	0.24	13.36	37.62	0.13	1.37	8.12	37.74	158.54	340.88		
OES	pupil count	Total		8,501,431	1,877,996	387,035	283,424	407,714	773,374	175,242	175,957	1,655,415	1,356,895	15,594,483		66%
	4,228.14	Student FTE /	per pupil	2,010.68	444.17	91.54	67.03	96.43	182.91	41.45	41.62	391.52	320.92	3,688.26		
	15-16 cBud	Personnel Costs		12,313,467	2,763,683	576,367	338,745	370,013	1,168,276	255,506	209,688	2,238,365	1,037,505	21,271,615		
		per pupil		2,912.27	653.64	136.32	80.12	87.51	276.31	60.43	49.59	529.40	245.38	5,030.96		
		Implementation Costs		621,948	2,454	200	67,109	275,466	1,030	7,325	63,667	258,787	1,022,397	2,320,383		
		per pupil		147.10	0.58	0.05	15.87	65.15	0.24	1.73	15.06	61.21	241.81	548.80		
	pupil count	Total		12,935,414	2,766,136	576,567	405,854	645,479	1,169,305	262,831	273,355	2,497,152	2,059,902	23,591,997		
	4,228.14	Student FTE /	spend per	3,059.36	654.22	136.36	95.99	152.66	276.55	62.16	64.65	590.60	487.19	5,579.76		
						4,098.60						1,481.16				

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Post-Secondary	Students	Staff	Security	Admin	Direct Spend	Total	% budget	
		-	-	-	-	-	-	-	-	-	-	-	spent	
132	Falcon Elementary	321,696	125,278	14,649	192	-	28,091	10,276	978	73,634	70,468	645,261		
66,455	15-16 cAct	Personnel Costs	623,447	227,562	-	270	53,729	9,674	-	124,587	54,776	1,094,045	65%	
		per pupil	2,140.52	781.30	-	0.93	184.47	33.22	-	427.75	188.07	3,756.25		
7,179		Implementation Costs	13,664	-	-	-	-	-	3,624	9,768	66,587	93,643	64%	
		per pupil	46.91	-	-	-	-	-	12.44	33.54	228.62	321.51		
73,634	pupil count	Total	637,111	227,562	-	270	53,729	9,674	3,624	134,356	121,362	1,187,688	65%	
291.26	Student FTE /	per pupil	2,187.43	781.30	-	0.93	184.47	33.22	12.44	461.29	416.68	4,077.76		
	15-16 cBud	Personnel Costs	937,525	352,840	14,649	462	81,820	19,950	-	191,042	89,232	1,687,520		
		per pupil	3,218.86	1,211.43	50.29	1.58	280.92	68.50	-	655.92	306.37	5,793.86		
		Implementation Costs	21,282	-	-	-	-	-	4,602	16,947	102,598	145,429		
		per pupil	73.07	-	-	-	-	-	15.80	58.19	352.26	499.31		
	pupil count	Total	958,806	352,840	14,649	462	81,820	19,950	4,602	207,990	191,830	1,832,949		
291.26	Student FTE / spend per		3,291.93	1,211.43	50.29	1.58	280.92	68.50	15.80	714.10	658.62	6,293.17		
				4,555.23						1,737.94				
134	Meridian Ranch Elementary	813,018	143,140	19,885	193	(349)	34,667	5,577	4,554	129,041	85,258	1,234,985	spent	
117,146	15-16 cAct	Personnel Costs	1,367,803	232,695	44,317	268	16,731	76,252	-	2,883	209,273	73,353	2,023,575	64%
		per pupil	2,025.71	344.62	65.63	0.40	24.78	112.93	-	4.27	309.93	108.64	2,996.91	
11,895		Implementation Costs	11,252	147	-	-	2,744	-	1,407	15,800	88,463	119,811	51%	
		per pupil	16.66	0.22	-	-	4.06	-	2.08	23.40	131.01	177.44		
129,041	pupil count	Total	1,379,054	232,842	44,317	268	19,475	76,252	-	4,290	225,073	161,815	2,143,386	63%
675.22	Student FTE /	per pupil	2,042.38	344.84	65.63	0.40	28.84	112.93	-	6.35	333.33	239.65	3,174.35	
	15-16 cBud	Personnel Costs	2,139,121	375,232	64,202	462	16,098	110,919	5,177	6,592	326,419	98,775	3,142,997	
		per pupil	3,168.04	555.72	95.08	0.68	23.84	164.27	7.67	9.76	483.43	146.29	4,654.77	
		Implementation Costs	52,952	750	-	-	3,027	-	400	2,252	27,695	148,298	235,374	
		per pupil	78.42	1.11	-	-	4.48	-	0.59	3.33	41.02	219.63	348.59	
	pupil count	Total	2,192,072	375,982	64,202	462	19,126	110,919	5,577	8,844	354,114	247,073	3,378,371	
675.22	Student FTE / spend per		3,246.46	556.83	95.08	0.68	28.33	164.27	8.26	13.10	524.44	365.92	5,003.36	
				3,927.38						1,075.99				
137	Woodmen Hills Elementary	700,275	142,843	49,227	193	18,404	43,991	7,055	2,450	130,123	96,502	1,191,061	spent	
120,854	15-16 cAct	Personnel Costs	1,569,461	227,860	1,428	269	35,869	84,579	8,900	3,660	209,276	61,585	2,202,887	66%
		per pupil	2,391.16	347.16	2.18	0.41	54.65	128.86	13.56	5.58	318.84	93.83	3,356.22	
9,269		Implementation Costs	34,186	-	-	-	404	-	7,558	945	8,691	114,968	166,753	71%
		per pupil	52.08	-	-	-	0.62	-	11.52	1.44	13.24	175.16	254.06	
130,123	pupil count	Total	1,603,647	227,860	1,428	269	36,273	84,579	16,459	4,605	217,967	176,553	2,369,640	67%
656.36	Student FTE /	per pupil	2,443.24	347.16	2.18	0.41	55.26	128.86	25.08	7.02	332.08	268.99	3,610.28	
	15-16 cBud	Personnel Costs	2,260,673	370,703	50,655	462	53,330	128,569	12,646	6,185	330,130	113,495	3,326,848	
		per pupil	3,444.26	564.79	77.18	0.70	81.25	195.88	19.27	9.42	502.97	172.92	5,068.63	
		Implementation Costs	43,249	-	-	-	1,347	-	10,868	870	17,960	159,560	233,854	
		per pupil	65.89	-	-	-	2.05	-	16.56	1.33	27.36	243.10	356.29	
	pupil count	Total	2,303,922	370,703	50,655	462	54,677	128,569	23,514	7,055	348,090	273,055	3,560,702	
656.36	Student FTE / spend per		3,510.15	564.79	77.18	0.70	83.30	195.88	35.82	10.75	530.33	416.01	5,424.92	
				4,236.12						1,188.80				

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for		Security	School Admin	Other Direct Spend	Total	% budget
		-	-	-	-	-	Students	Staff	-	-	-	-	spent
220	Falcon Middle Consol.	960,638	133,016	9,466	40,822	8,409	101,263	16,524	49,260	142,229	164,928	1,626,575	
135,425	15-16 cAct Personnel Costs	1,868,334	196,885	18,684	65,803	-	199,319	20,706	57,468	263,707	121,489	2,812,395	66%
	per pupil	2,059.91	217.07	20.60	72.55	-	219.76	22.83	63.36	290.75	133.95	3,100.77	
6,804	Implementation Costs	43,387	605	-	8,269	14,677	-	2,230	1,154	27,874	188,215	286,410	63%
	per pupil	47.84	0.67	-	9.12	16.18	-	2.46	1.27	30.73	207.51	315.78	
142,229	pupil count	Total	1,911,721	197,491	18,684	74,071	14,677	22,936	58,622	291,581	309,704	3,098,805	66%
907.00	Student FTE /	per pupil	2,107.74	217.74	20.60	81.67	219.76	25.29	64.63	321.48	341.46	3,416.54	
15-16 cBud	Personnel Costs	2,797,708	329,557	28,150	92,131	-	300,582	31,810	105,992	399,132	186,430	4,271,492	
	per pupil	3,084.57	363.35	31.04	101.58	-	331.40	35.07	116.86	440.06	205.55	4,709.47	
	Implementation Costs	74,651	950	-	22,763	23,086	-	7,650	1,909	34,678	288,201	453,888	
	per pupil	82.31	1.05	-	25.10	25.45	-	8.43	2.10	38.23	317.75	500.43	
pupil count	Total	2,872,359	330,507	28,150	114,894	23,086	300,582	39,460	107,901	433,810	474,631	4,725,380	
907.00	Student FTE / spend per	3,166.88	364.40	31.04	126.67	25.45	331.40	43.51	118.96	478.29	523.30	5,209.90	
				3,714.44						1,495.46			
310	Falcon High Consol.	1,188,568	75,335	9,526	171,991	331,664	115,617	12,648	42,041	155,140	338,829	2,441,360	spent
144,719	15-16 cAct Personnel Costs	2,162,739	237,916	18,684	242,861	306,696	241,159	18,569	69,347	262,612	213,959	3,774,544	66%
311 & Falcon High Voc Ed	per pupil	1,751.92	192.72	15.14	196.73	248.44	195.35	15.04	56.17	212.73	173.32	3,057.55	
10,421	Implementation Costs	59,305	1,829	-	49,627	101,707	1,925	-	36,741	21,646	277,192	549,973	52%
	per pupil	48.04	1.48	-	40.20	82.39	1.56	-	29.76	17.53	224.54	445.50	
155,140	pupil count	Total	2,222,044	239,745	18,684	292,489	408,402	18,569	106,088	284,258	491,152	4,324,516	64%
1,234.50	Student FTE /	per pupil	1,799.95	194.20	15.14	236.93	196.91	15.04	85.94	230.26	397.85	3,503.05	
15-16 cBud	Personnel Costs	3,293,335	308,459	28,210	377,755	480,060	355,052	31,217	90,334	407,331	326,640	5,698,392	
	per pupil	2,667.75	249.87	22.85	306.00	388.87	287.61	25.29	73.17	329.96	264.59	4,615.95	
	Implementation Costs	117,277	6,621	-	86,725	260,007	3,650	-	57,796	32,067	503,341	1,067,484	
	per pupil	95.00	5.36	-	70.25	210.62	2.96	-	46.82	25.98	407.73	864.71	
pupil count	Total	3,410,612	315,080	28,210	464,480	740,067	358,702	31,217	148,130	439,397	829,981	6,765,876	
1,234.50	Student FTE / spend per	2,762.75	255.23	22.85	376.25	599.49	290.56	25.29	119.99	355.93	672.32	5,480.66	
				4,016.56						1,464.10			
530	Falcon Zone Level	73,402	3,600	24,404	-	1,028	-	17,057	-	185,474	81,587	386,552	spent
163,690	15-16 cAct Personnel Costs	-	5,830	37,646	-	-	-	33,263	-	233,531	1,183	311,453	60%
	per pupil	-	1.55	10.00	-	-	-	8.84	-	62.04	0.31	82.74	
21,784	Implementation Costs	31,882	-	3,235	-	52,484	-	-	-	55,114	2,843	145,558	45%
	per pupil	8.47	-	0.86	-	13.94	-	-	-	14.64	0.76	38.67	
185,474	pupil count	Total	31,882	5,830	40,881	52,484	-	33,263	-	288,645	4,027	457,012	54%
3,764.34	Student FTE /	per pupil	8.47	1.55	10.86	13.94	-	8.84	-	76.68	1.07	121.41	
15-16 cBud	Personnel Costs	-	9,429	62,050	-	-	-	50,320	-	397,221	1,467	520,488	
	per pupil	-	2.50	16.48	-	-	-	13.37	-	105.52	0.39	138.27	
	Implementation Costs	105,283	-	3,235	-	53,513	-	-	-	76,898	84,147	323,076	
	per pupil	27.97	-	0.86	-	14.22	-	-	-	20.43	22.35	85.83	
pupil count	Total	105,283	9,429	65,285	-	53,513	-	50,320	-	474,119	85,614	843,564	
3,764.34	Student FTE / spend per	27.97	2.50	17.34	-	14.22	-	13.37	-	125.95	22.74	224.09	
				62.03						162.06			

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Post-Secondary	Students	Staff	Security	Admin	Direct Spend	Total	% budget	
		-	-	-	-	-	-	-	-	-	-	-	spent	
131	Evans Elementary	740,371	95,764	46,547	333	2,751	45,122	27,016	2,788	107,649	109,572	1,177,914	65%	
97,284	15-16 cAct	Personnel Costs	1,227,504	169,127	51,451	360	71,119	49,651	2,297	183,862	81,508	1,836,879	65%	
		per pupil	1,986.96	273.77	83.28	0.58	115.12	80.37	3.72	297.62	131.94	2,973.35		
10,366		Implementation Costs	34,759	471	-	-	-	12,000	1,878	12,246	94,184	155,537	45%	
		per pupil	56.26	0.76	-	-	-	19.42	3.04	19.82	152.45	251.77		
107,649	pupil count	Total	1,262,263	169,597	51,451	360	71,119	61,651	4,175	196,108	175,692	1,992,416	63%	
617.78	Student FTE /	per pupil	2,043.22	274.53	83.28	0.58	115.12	99.79	6.76	317.44	284.39	3,225.12		
	15-16 cBud	Personnel Costs	1,850,631	264,812	97,998	693	115,791	75,704	3,890	281,145	132,527	2,823,192		
		per pupil	2,995.62	428.65	158.63	1.12	187.43	122.54	6.30	455.09	214.52	4,569.90		
		Implementation Costs	152,002	550	-	-	2,751	12,962	3,073	22,612	152,737	347,138		
		per pupil	246.05	0.89	-	-	4.45	20.98	4.97	36.60	247.24	561.91		
	pupil count	Total	2,002,634	265,362	97,998	693	2,751	116,241	6,963	303,757	285,264	3,170,330		
617.78	Student FTE / spend per		3,241.66	429.54	158.63	1.12	4.45	188.16	143.53	11.27	491.69	461.76	5,131.81	
				3,835.41										
135	Remington Elementary	806,670	187,685	48,154	3,268	4,706	38,532	34,235	2,720	91,646	72,118	1,289,735	spent	
84,772	15-16 cAct	Personnel Costs	1,261,265	188,442	37,516	270	6,297	74,078	56,552	3,773	165,831	76,874	1,870,898	62%
		per pupil	2,388.31	356.83	71.04	0.51	11.92	140.27	107.09	7.14	314.01	145.57	3,542.70	
6,874		Implementation Costs	53,231	-	-	-	178	114	3,565	2,093	7,947	91,156	158,284	55%
		per pupil	100.80	-	-	-	0.34	0.22	6.75	3.96	15.05	172.61	299.72	
91,646	pupil count	Total	1,314,497	188,442	37,516	270	6,475	74,192	60,118	5,865	173,777	168,031	2,029,182	61%
528.10	Student FTE /	per pupil	2,489.11	356.83	71.04	0.51	12.26	140.49	113.84	11.11	329.06	318.18	3,842.42	
	15-16 cBud	Personnel Costs	1,988,524	376,127	85,670	3,538	10,770	112,324	90,787	6,796	250,603	107,848	3,032,986	
		per pupil	3,765.43	712.23	162.22	6.70	20.39	212.69	171.91	12.87	474.54	204.22	5,743.20	
		Implementation Costs	132,643	-	-	-	411	400	3,565	1,790	14,820	132,300	285,930	
		per pupil	251.17	-	-	-	0.78	0.76	6.75	3.39	28.06	250.52	541.43	
	pupil count	Total	2,121,167	376,127	85,670	3,538	11,181	112,724	94,353	8,586	265,423	240,148	3,318,917	
528.10	Student FTE / spend per		4,016.60	712.23	162.22	6.70	21.17	213.45	178.66	16.26	502.60	454.74	6,284.64	
				4,918.92										
138	Springs Ranch Elementary	663,934	246,606	24,472	268	(496)	37,422	27,500	5,340	86,775	177,741	1,269,562	spent	
82,861	15-16 cAct	Personnel Costs	1,287,160	376,359	49,183	270	31,454	74,878	46,420	6,880	163,942	89,014	2,125,559	66%
		per pupil	2,516.54	735.82	96.16	0.53	61.50	146.39	90.76	13.45	320.53	174.03	4,155.70	
3,914		Implementation Costs	48,966	291	-	-	7,042	-	4,011	1,751	4,786	90,315	157,163	47%
		per pupil	95.73	0.57	-	-	13.77	-	7.84	3.42	9.36	176.58	307.27	
86,775	pupil count	Total	1,336,126	376,650	49,183	270	38,496	74,878	50,431	8,631	168,728	179,329	2,282,722	64%
511.48	Student FTE /	per pupil	2,612.27	736.39	96.16	0.53	75.26	146.39	98.60	16.87	329.88	350.61	4,462.97	
	15-16 cBud	Personnel Costs	1,900,596	622,256	73,655	538	30,503	112,300	73,481	11,940	246,803	144,601	3,216,672	
		per pupil	3,715.88	1,216.58	144.00	1.05	59.64	219.56	143.66	23.34	482.53	282.71	6,288.95	
		Implementation Costs	99,464	1,000	-	-	7,497	-	4,451	2,031	8,700	212,470	335,612	
		per pupil	194.46	1.96	-	-	14.66	-	8.70	3.97	17.01	415.40	656.16	
	pupil count	Total	2,000,060	623,256	73,655	538	38,000	112,300	77,932	13,971	255,503	357,070	3,552,284	
511.48	Student FTE / spend per		3,910.34	1,218.53	144.00	1.05	74.29	219.56	152.37	27.31	499.54	698.11	6,945.11	
				5,348.22										

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Post-Secondary	Students	Staff	Security	Admin	Direct Spend	Total	% budget	
		-	-	-	-	-	-	-	-	-	-	-		
225	Horizon Middle Consol.	875,261	129,094	17,963	28,711	1,490	68,395	37,240	20,236	130,851	94,142	1,403,383	spent	
124,182	15-16 cAct	Personnel Costs	1,508,264	332,241	35,482	69,311	-	121,532	72,428	28,852	242,923	98,808	2,509,841	66%
		per pupil	2,322.19	511.53	54.63	106.71	-	187.12	111.51	44.42	374.02	152.13	3,864.27	
6,669		Implementation Costs	77,398	458	-	7,222	16,186	-	-	6,647	11,331	176,742	295,984	74%
		per pupil	119.17	0.71	-	11.12	24.92	-	-	10.23	17.45	272.12	455.71	
130,851	pupil count	Total	1,585,662	332,699	35,482	76,533	16,186	121,532	72,428	35,498	254,254	275,550	2,805,825	67%
649.50	Student FTE /	per pupil	2,441.36	512.24	54.63	117.83	24.92	187.12	111.51	54.65	391.46	424.25	4,319.98	
	15-16 cBud	Personnel Costs	2,330,723	460,793	53,445	98,273	-	189,927	109,669	54,424	367,105	143,692	3,808,051	
		per pupil	3,588.49	709.46	82.29	151.31	-	292.42	168.85	83.79	565.21	221.23	5,863.05	
		Implementation Costs	130,200	1,000	-	6,970	17,676	-	-	1,310	18,000	226,000	401,156	
		per pupil	200.46	1.54	-	10.73	27.22	-	-	2.02	27.71	347.96	617.64	
	pupil count	Total	2,460,923	461,793	53,445	105,243	17,676	189,927	109,669	55,734	385,105	369,692	4,209,207	
649.50	Student FTE / spend per	3,788.95	711.00	82.29	162.04	27.22	292.42	168.85	85.81	592.93	569.19	6,480.69		
				4,771.49						1,709.20				
315	Sand Creek High Consol.	1,200,709	166,994	50,641	221,495	71,786	134,942	17,102	52,396	171,331	342,904	2,430,300	spent	
154,066	15-16 cAct	Personnel Costs	2,263,625	480,214	48,544	149,774	100,552	294,391	17,723	50,025	302,269	209,083	3,916,199	66%
316 & Sand Creek Voc Ed		per pupil	1,787.31	379.17	38.33	118.26	79.39	232.44	13.99	39.50	238.66	165.09	3,092.14	
17,265		Implementation Costs	67,920	843	-	34,917	50,395	334	18,342	26,300	16,355	265,044	480,452	55%
		per pupil	53.63	0.67	-	27.57	39.79	0.26	14.48	20.77	12.91	209.27	379.35	
171,331	pupil count	Total	2,331,545	481,057	48,544	184,692	150,946	294,726	36,065	76,325	318,624	474,127	4,396,651	64%
1,266.50	Student FTE /	per pupil	1,840.94	379.83	38.33	145.83	119.18	232.71	28.48	60.26	251.58	374.36	3,471.50	
	15-16 cBud	Personnel Costs	3,420,314	643,491	99,185	308,375	151,584	429,268	28,149	75,638	456,335	342,336	5,954,675	
		per pupil	2,700.60	508.09	78.31	243.49	119.69	338.94	22.23	59.72	360.31	270.30	4,701.68	
		Implementation Costs	111,940	4,560	-	97,811	71,148	400	25,017	53,084	33,620	474,695	872,276	
		per pupil	88.39	3.60	-	77.23	56.18	0.32	19.75	41.91	26.55	374.81	688.73	
	pupil count	Total	3,532,254	648,051	99,185	406,186	222,732	429,668	53,167	128,722	489,955	817,031	6,826,951	
1,266.50	Student FTE / spend per	2,788.99	511.69	78.31	320.72	175.86	339.26	41.98	101.64	386.86	645.11	5,390.41		
				3,875.57						1,514.84				
531	Sand Creek Zone Level	85,768	4,422	-	167	-	9,334	56,765	-	183,593	473,313	813,363	spent	
89,343	15-16 cAct	Personnel Costs	6,984	5,920	-	1,484	-	-	57,707	-	161,301	46,759	280,156	54%
		per pupil	1.95	1.66	-	0.42	-	-	16.15	-	45.14	13.09	78.40	
94,250		Implementation Costs	69,729	-	-	-	-	-	-	-	159,133	2,714	231,576	29%
		per pupil	19.51	-	-	-	-	-	-	-	44.53	0.76	64.81	
183,593	pupil count	Total	76,713	5,920	-	1,484	-	-	57,707	-	320,434	49,473	511,731	39%
3,573.36	Student FTE /	per pupil	21.47	1.66	-	0.42	-	-	16.15	-	89.67	13.84	143.21	
	15-16 cBud	Personnel Costs	64,149	10,342	-	1,652	-	9,334	114,472	-	250,645	72,535	523,129	
		per pupil	17.95	2.89	-	0.46	-	2.61	32.03	-	70.14	20.30	146.40	
		Implementation Costs	98,332	-	-	-	-	-	-	-	253,383	450,251	801,966	
		per pupil	27.52	-	-	-	-	-	-	-	70.91	126.00	224.43	
	pupil count	Total	162,481	10,342	-	1,652	-	9,334	114,472	-	504,028	522,786	1,325,095	
3,573.36	Student FTE / spend per	45.47	2.89	-	0.46	-	2.61	32.03	-	141.05	146.30	370.83		
				48.83						322.00				

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for		Security	School Admin	Other Direct Spend	Total	% budget
		-	-	-	-	-	Students	Staff	-	-	-	-	spent
136	Ridgeview Elementary	782,213	164,404	32,868	3,508	31,709	35,983	33,955	3,049	103,048	108,833	1,299,570	
98,237	15-16 cAct Personnel Costs	1,423,306	304,513	64,635	269	27,913	78,101	63,332	6,723	199,205	89,363	2,257,360	66%
	per pupil	2,078.97	444.79	94.41	0.39	40.77	114.08	92.51	9.82	290.97	130.53	3,297.24	
4,812	Implementation Costs	46,887	13	-	-	8,599	-	3,583	1,317	9,307	94,199	163,905	55%
	per pupil	68.49	0.02	-	-	12.56	-	5.23	1.92	13.59	137.59	239.41	
103,048	pupil count	Total	1,470,192	304,526	64,635	269	36,512	78,101	8,040	208,512	183,562	2,421,264	65%
684.62	Student FTE /	per pupil	2,147.46	444.81	94.41	0.39	53.33	114.08	11.74	304.57	268.12	3,536.65	
15-16 cBud	Personnel Costs	2,163,473	468,729	97,503	3,777	38,968	114,084	96,270	8,957	297,441	132,721	3,421,924	
	per pupil	3,160.11	684.66	142.42	5.52	56.92	166.64	140.62	13.08	434.46	193.86	4,998.28	
	Implementation Costs	88,933	200	-	-	29,253	-	4,600	2,132	14,119	159,675	298,911	
	per pupil	129.90	0.29	-	-	42.73	-	6.72	3.11	20.62	233.23	436.61	
	pupil count	Total	2,252,406	468,929	97,503	3,777	68,221	114,084	11,089	311,560	292,396	3,720,835	
684.62	Student FTE / spend per	3,290.01	684.95	142.42	5.52	99.65	166.64	147.34	16.20	455.09	427.09	5,434.89	73%
				4,222.54						1,212.35			
139	Stetson Elementary	654,808	195,893	39,171	262	15,205	39,814	4,815	4,238	101,939	111,935	1,168,080	spent
95,909	15-16 cAct Personnel Costs	1,233,782	386,692	70,573	260	25,935	68,045	10,330	7,995	192,269	79,985	2,075,866	67%
	per pupil	2,431.00	761.93	139.05	0.51	51.10	134.07	20.35	15.75	378.84	157.60	4,090.22	
6,030	Implementation Costs	18,957	-	-	-	29,371	-	-	1,985	8,265	79,817	138,395	50%
	per pupil	37.35	-	-	-	57.87	-	-	3.91	16.29	157.27	272.69	
101,939	pupil count	Total	1,252,739	386,692	70,573	260	55,306	68,045	9,980	200,534	159,802	2,214,261	65%
507.52	Student FTE /	per pupil	2,468.35	761.93	139.05	0.51	108.97	134.07	19.66	395.13	314.87	4,362.90	
15-16 cBud	Personnel Costs	1,827,724	582,535	109,743	522	39,464	107,804	14,920	11,514	288,178	124,249	3,106,653	
	per pupil	3,601.28	1,147.81	216.23	1.03	77.76	212.41	29.40	22.69	567.82	244.82	6,121.24	
	Implementation Costs	79,823	50	-	-	31,047	55	225	2,704	14,296	147,488	275,689	
	per pupil	157.28	0.10	-	-	61.17	0.11	0.44	5.33	28.17	290.60	543.21	
	pupil count	Total	1,907,547	582,585	109,743	522	70,511	107,859	15,145	302,474	271,737	3,382,342	
507.52	Student FTE / spend per	3,758.57	1,147.91	216.23	1.03	138.93	212.52	29.84	28.01	595.98	535.42	6,664.45	90%
				5,262.67						1,401.78			
140	Odyssey Elementary	805,267	123,791	31,321	272	2,569	39,004	6,529	4,164	85,531	83,789	1,182,237	spent
80,279	15-16 cAct Personnel Costs	1,301,166	261,770	62,297	275	5,264	71,930	10,479	7,310	164,627	70,390	1,955,508	65%
	per pupil	2,561.35	515.30	122.63	0.54	10.36	141.60	20.63	14.39	324.07	138.56	3,849.42	
5,252	Implementation Costs	26,422	130	-	-	140	-	969	1,647	4,249	73,377	106,934	47%
	per pupil	52.01	0.26	-	-	0.28	-	1.91	3.24	8.36	144.44	210.50	
85,531	pupil count	Total	1,327,588	261,900	62,297	275	5,404	71,930	8,957	168,875	143,767	2,062,441	64%
508.00	Student FTE /	per pupil	2,613.36	515.55	122.63	0.54	10.64	141.60	17.63	332.43	283.01	4,059.92	
15-16 cBud	Personnel Costs	2,035,328	385,191	93,617	547	7,561	110,635	16,977	11,129	244,906	109,561	3,015,453	
	per pupil	4,006.55	758.25	184.29	1.08	14.88	217.79	33.42	21.91	482.10	215.67	5,935.93	
	Implementation Costs	97,527	500	-	-	411	300	1,000	1,992	9,500	117,995	229,225	
	per pupil	191.98	0.98	-	-	0.81	0.59	1.97	3.92	18.70	232.27	451.23	
	pupil count	Total	2,132,855	385,691	93,617	547	7,973	110,935	13,121	254,406	227,556	3,244,678	
508.00	Student FTE / spend per	4,198.53	759.23	184.29	1.08	15.69	218.38	35.39	25.83	500.80	447.94	6,387.16	86%
				5,158.83						1,228.34			

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for		Security	School Admin	Other Direct Spend	Total	% budget
		-	-	-	-	-	Students	Staff	-	-	-	-	spent
230	Skyview Middle Consol.	1,096,028	270,780	13,647	14,696	7,333	108,880	5,391	28,245	166,420	197,291	1,908,710	
149,537	15-16 cAct Personnel Costs	2,144,331	540,561	79,973	57,297	-	217,311	10,842	51,157	299,494	150,655	3,551,621	67%
	per pupil	1,902.69	479.65	70.96	50.84	-	192.82	9.62	45.39	265.74	133.68	3,151.39	
16,884	Implementation Costs	83,298	187	-	5,450	21,067	377	1,248	3,746	11,301	167,014	293,688	60%
	per pupil	73.91	0.17	-	4.84	18.69	0.33	1.11	3.32	10.03	148.19	260.59	
166,420	pupil count	Total	2,227,629	540,748	79,973	62,747	217,688	12,090	54,904	310,795	317,669	3,845,309	67%
1,127.00	Student FTE /	per pupil	1,976.60	479.81	70.96	55.68	193.16	10.73	48.72	275.77	281.87	3,411.99	
15-16 cBud	Personnel Costs	3,206,690	810,028	93,420	65,105	-	326,067	15,980	77,243	449,030	221,547	5,265,110	
	per pupil	2,845.33	718.75	82.89	57.77	-	289.32	14.18	68.54	398.43	196.58	4,671.79	
	Implementation Costs	116,967	1,500	200	12,338	28,400	500	1,500	5,905	28,185	293,413	488,908	
	per pupil	103.79	1.33	0.18	10.95	25.20	0.44	1.33	5.24	25.01	260.35	433.81	
pupil count	Total	3,323,657	811,528	93,620	77,443	28,400	326,567	17,480	83,149	477,215	514,960	5,754,019	
1,127.00	Student FTE / spend per	2,949.12	720.08	83.07	68.72	25.20	289.77	15.51	73.78	423.44	456.93	5,105.61	
				3,846.18						1,259.42			
320	Vista Ridge High Consol.	1,103,213	130,436	73,561	102,692	180,949	172,250	7,742	57,703	199,600	293,457	2,321,603	spent
178,716	15-16 cAct Personnel Costs	2,039,317	378,005	108,522	168,833	189,535	337,436	16,332	68,438	355,508	249,880	3,911,807	67%
321 & Vista Ridge Voc Ed	per pupil	1,455.62	269.81	77.46	120.51	135.29	240.85	11.66	48.85	253.75	178.36	2,792.15	
20,884	Implementation Costs	121,736	204	-	51,040	86,228	174	-	25,638	15,916	241,530	542,466	58%
	per pupil	86.89	0.15	-	36.43	61.55	0.12	-	18.30	11.36	172.40	387.20	
199,600	pupil count	Total	2,161,053	378,209	108,522	219,873	275,763	337,610	94,076	371,425	491,409	4,454,273	66%
1,401.00	Student FTE /	per pupil	1,542.51	269.96	77.46	156.94	240.98	11.66	67.15	265.11	350.76	3,179.35	
15-16 cBud	Personnel Costs	3,052,046	508,441	182,084	267,794	284,020	509,685	24,075	100,845	534,225	379,302	5,842,517	
	per pupil	2,178.48	362.91	129.97	191.15	202.73	363.80	17.18	71.98	381.32	270.74	4,170.25	
	Implementation Costs	212,220	204	-	54,771	172,692	174	-	50,934	36,800	405,565	933,360	
	per pupil	151.48	0.15	-	39.09	123.26	0.12	-	36.36	26.27	289.48	666.21	
pupil count	Total	3,264,266	508,645	182,084	322,565	456,712	509,860	24,075	151,779	571,025	784,867	6,775,876	
1,401.00	Student FTE / spend per	2,329.95	363.06	129.97	230.24	325.99	363.93	17.18	108.34	407.58	560.22	4,836.46	
				3,379.21						1,457.25			
532	Vista Ridge Zone Level	(7,546)	2,838	(1,035)	1,000	-	-	29,157	-	185,198	(92,298)	117,314	spent
139,848	15-16 cAct Personnel Costs	5,953	5,920	-	-	-	-	58,127	-	284,737	46,289	401,026	65%
	per pupil	1.41	1.40	-	-	-	-	13.75	-	67.34	10.95	94.85	
45,350	Implementation Costs	56,276	-	1,035	-	13,662	-	-	-	110,537	14,397	195,907	208%
	per pupil	13.31	-	0.24	-	3.23	-	-	-	26.14	3.41	46.33	
185,198	pupil count	Total	62,229	5,920	1,035	13,662	-	58,127	-	395,274	60,685	596,934	84%
4,228.14	Student FTE /	per pupil	14.72	1.40	0.24	3.23	-	13.75	-	93.49	14.35	141.18	
15-16 cBud	Personnel Costs	28,205	8,757	-	1,000	-	-	87,285	-	424,585	70,125	619,958	
	per pupil	6.67	2.07	-	0.24	-	-	20.64	-	100.42	16.59	146.63	
	Implementation Costs	26,478	-	-	-	13,662	-	-	-	155,887	(101,737)	94,290	
	per pupil	6.26	-	-	-	3.23	-	-	-	36.87	(24.06)	22.30	
pupil count	Total	54,683	8,757	-	1,000	13,662	-	87,285	-	580,472	(31,612)	714,248	
4,228.14	Student FTE / spend per	12.93	2.07	-	0.24	3.23	-	20.64	-	137.29	(7.48)	168.93	
				18.47						150.46			

EL PASO COUNTY SCHOOL DIST  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Students	Staff	Admin	Spend	Direct Spend	Spend	Net Total	% budget	
		-	-	-	-	-	-	-	-	-	-	-		
36+39	Chief Education Officer	(214,654)	1,451,363	404,671	85,038	818,733	981,170	14,378	(293,060)	3,247,640	(3,247,640)	-	spent	
2,154,173	15-16 cAct	Personnel Costs	5,956	1,082,039	72,095	192,347	1,314,636	1,064,580	-	447,070	4,178,723	(4,178,723)	-	66%
		per pupil	0.48	87.23	5.81	15.51	105.98	85.82	-	36.04	336.87	(336.87)	-	
1,093,467		Implementation Costs	225,067	624,554	356,611	9,238	400,813	429,092	14,216	681,501	2,741,090	(2,741,090)	-	71%
		per pupil	18.14	50.35	28.75	0.74	32.31	34.59	1.15	54.94	220.97	(220.97)	-	
3,247,640	pupil count	Total	231,023	1,706,593	428,706	201,585	1,715,449	1,493,671	14,216	1,128,571	6,919,813	(6,919,813)	-	68%
12,404.68	Student FTE /	per pupil	18.62	137.58	34.56	16.25	138.29	120.41	1.15	90.98	557.84	(557.84)	-	
	15-16 cBud	Personnel Costs	9,639	1,663,149	123,859	281,723	1,966,028	1,710,180	-	578,318	6,332,896	(6,332,896)	-	
		per pupil	0.78	134.07	9.98	22.71	158.49	137.87	-	46.62	510.52	(510.52)	-	
		Implementation Costs	6,730	1,494,807	709,518	4,900	568,154	764,662	28,595	257,192	3,834,557	(3,834,557)	-	
		per pupil	0.54	120.50	57.20	0.40	45.80	61.64	2.31	20.73	309.12	(309.12)	-	
	pupil count	Total	16,369	3,157,956	833,377	286,623	2,534,182	2,474,841	28,595	835,510	10,167,453	(10,167,453)	-	
12,404.68	Student FTE / spend per	1.32	254.58	67.18	23.11	204.29	199.51	2.31	67.35	819.65	(819.65)	-		
				346.19				473.46						
39	Education Services	6,730	-	358,107	77,642	110,587	723,373	15,095	213,195	1,504,730	(1,504,730)	-	spent	
867,183	15-16 cAct	Personnel Costs	-	-	65,496	177,709	188,045	738,787	-	447,070	1,617,107	(1,617,107)	-	65%
		per pupil	-	-	5.28	14.33	15.16	59.56	-	36.04	130.36	(130.36)	-	
637,546		Implementation Costs	-	-	188,867	9,238	196,385	327,754	12,899	147,514	882,657	(882,657)	-	58%
		per pupil	-	-	15.23	0.74	15.83	26.42	1.04	11.89	71.16	(71.16)	-	
1,504,730	pupil count	Total	-	-	254,363	186,947	384,429	1,066,540	12,899	594,585	2,499,764	(2,499,764)	-	62%
12,404.68	Student FTE /	per pupil	-	-	20.51	15.07	30.99	85.98	1.04	47.93	201.52	(201.52)	-	
	15-16 cBud	Personnel Costs	-	-	121,059	259,689	291,092	1,234,132	-	578,318	2,484,291	(2,484,291)	-	
		per pupil	-	-	9.76	20.93	23.47	99.49	-	46.62	200.27	(200.27)	-	
		Implementation Costs	6,730	-	491,411	4,900	203,924	555,781	27,995	229,462	1,520,203	(1,520,203)	-	
		per pupil	0.54	-	39.61	0.40	16.44	44.80	2.26	18.50	122.55	(122.55)	-	
	pupil count	Total	6,730	-	612,470	264,589	495,016	1,789,914	27,995	807,780	4,004,493	(4,004,493)	-	
12,404.68	Student FTE / spend per	0.54	-	49.37	21.33	39.91	144.29	2.26	65.12	322.82	(322.82)	-		
				71.25				251.57						
36	Special Services	(221,384)	1,451,363	46,564	7,396	708,147	257,797	(717)	(506,256)	1,742,910	(1,742,910)	-	spent	
1,286,990	15-16 cAct	Personnel Costs	5,956	1,082,039	6,599	14,638	325,793	-	-	2,561,616	(2,561,616)	-	67%	
		per pupil	0.48	87.23	0.53	1.18	90.82	26.26	-	206.50	(206.50)	-		
455,920		Implementation Costs	225,067	624,554	167,744	-	204,428	101,338	1,317	533,986	1,858,433	(1,858,433)	-	80%
		per pupil	18.14	50.35	13.52	-	16.48	8.17	0.11	43.05	149.82	(149.82)	-	
1,742,910	pupil count	Total	231,023	1,706,593	174,342	14,638	1,331,019	1,317	533,986	4,420,049	(4,420,049)	-	72%	
12,404.68	Student FTE /	per pupil	18.62	137.58	14.05	1.18	107.30	0.11	43.05	356.32	(356.32)	-		
	15-16 cBud	Personnel Costs	9,639	1,663,149	2,800	22,034	1,674,936	476,048	-	-	3,848,606	(3,848,606)	-	
		per pupil	0.78	134.07	0.23	1.78	135.02	38.38	-	-	310.25	(310.25)	-	
		Implementation Costs	-	1,494,807	218,106	-	364,230	208,880	600	27,731	2,314,354	(2,314,354)	-	
		per pupil	-	120.50	17.58	-	29.36	16.84	0.05	2.24	186.57	(186.57)	-	
	pupil count	Total	9,639	3,157,956	220,906	22,034	2,039,166	684,928	600	27,731	6,162,960	(6,162,960)	-	
12,404.68	Student FTE / spend per	0.78	254.58	17.81	1.78	164.39	55.22	0.05	2.24	496.83	(496.83)	-		
				274.94				221.89		(1,154,374)	(1,814,218)	(659,844)		

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Support Services for		School Admin	Oth Direct Spend	Total Direct Spend	Indirect Spend	Net Total	% budget
		-	-	-	-	Students	Staff	-	-	-	-	-	
38	Central Services	-	-	(1,505)	-	-	-	465,388	1,238,441	1,702,324	(1,702,324)	-	spent
815,027	15-16 cAct	Personnel Costs	-	-	1,505	-	-	799,560	806,860	1,607,925	(1,607,925)	-	66%
		per pupil	-	-	0.12	-	-	64.46	65.04	129.62	(129.62)	-	
887,297		Implementation Costs	-	-	-	-	-	106,674	694,627	801,300	(801,300)	-	47%
		per pupil	-	-	-	-	-	8.60	56.00	64.60	(64.60)	-	
1,702,324	pupil count	Total	-	-	1,505	-	-	906,233	1,501,487	2,409,225	(2,409,225)	-	59%
12,404.68	Student FTE /	per pupil	-	-	0.12	-	-	73.06	121.04	194.22	(194.22)	-	
15-16 cBud	Personnel Costs	-	-	-	-	-	-	1,187,516	1,235,436	2,422,952	(2,422,952)	-	
	per pupil	-	-	-	-	-	-	95.73	99.59	195.33	(195.33)	-	
	Implementation Costs	-	-	-	-	-	-	184,105	1,504,492	1,688,597	(1,688,597)	-	
	per pupil	-	-	-	-	-	-	14.84	121.28	136.13	(136.13)	-	
pupil count	Total	-	-	-	-	-	-	1,371,621	2,739,927	4,111,549	(4,111,549)	-	
12,404.68	Student FTE / spend per	-	-	-	-	-	-	110.57	220.88	331.45	(331.45)	-	
		-	-	-	-	-	-	331.45				-	
Business Office		-	-	(1,505)	-	-	-	464,678	695,736	1,158,907	(1,158,907)	-	spent
788,281	15-16 cAct	Personnel Costs	-	-	1,505	-	-	799,560	760,824	1,561,889	(1,561,889)	-	66%
	per pupil	-	-	0.12	-	-	-	64.46	61.33	125.91	(125.91)	-	
370,626		Implementation Costs	-	-	-	-	-	104,086	530,733	634,818	(634,818)	-	63%
	per pupil	-	-	-	-	-	-	8.39	42.78	51.18	(51.18)	-	
1,158,907	pupil count	Total	-	-	1,505	-	-	903,645	1,291,557	2,196,707	(2,196,707)	-	65%
12,404.68	Student FTE /	per pupil	-	-	0.12	-	-	72.85	104.12	177.09	(177.09)	-	
15-16 cBud	Personnel Costs	-	-	-	-	-	-	1,187,516	1,162,654	2,350,170	(2,350,170)	-	
	per pupil	-	-	-	-	-	-	95.73	93.73	189.46	(189.46)	-	
	Implementation Costs	-	-	-	-	-	-	180,805	824,639	1,005,444	(1,005,444)	-	
	per pupil	-	-	-	-	-	-	14.58	66.48	81.05	(81.05)	-	
pupil count	Total	-	-	-	-	-	-	1,368,321	1,987,293	3,355,614	(3,355,614)	-	
12,404.68	Student FTE / spend per	-	-	-	-	-	-	110.31	160.21	270.51	(270.51)	-	
		-	-	-	-	-	-	270.51				-	
610	Board of Education	-	-	-	-	-	-	712	542,705	543,417	(543,417)	-	spent
26,746	15-16 cAct	Personnel Costs	-	-	-	-	-	-	46,036	46,036	(46,036)	-	63%
	per pupil	-	-	-	-	-	-	-	3.71	3.71	(3.71)	-	
516,671		Implementation Costs	-	-	-	-	-	2,588	163,894	166,482	(166,482)	-	24%
	per pupil	-	-	-	-	-	-	-	13.42	13.42	(13.42)	-	
543,417	pupil count	Total	-	-	-	-	-	2,588	209,930	212,518	(212,518)	-	28%
12,404.68	Student FTE /	per pupil	-	-	-	-	-	-	17.13	17.13	(17.13)	-	
15-16 cBud	Personnel Costs	-	-	-	-	-	-	-	72,781	72,781	(72,781)	-	
	per pupil	-	-	-	-	-	-	-	5.87	5.87	(5.87)	-	
	Implementation Costs	-	-	-	-	-	-	3,300	679,853	683,153	(683,153)	-	
	per pupil	-	-	-	-	-	-	-	55.07	55.07	(55.07)	-	
pupil count	Total	-	-	-	-	-	-	3,300	752,635	755,935	(755,935)	-	
12,404.68	Student FTE / spend per	-	-	-	-	-	-	0.27	60.67	60.94	(60.94)	-	
		-	-	-	-	-	-	60.94				-	

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION



February 29, 2016		Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Support Services for		School Admin	Oth Direct Spend	Total Direct Spend	Indirect Spend	Net Total	% budget
		-	-	-	-	Students	Staff	-	-	-	-	-	
37	Facilities & Maintenance	-	-	-	-	-	-	(6,364)	621,413	615,049	(615,049)	-	spent
606,954	15-16 cAct Personnel Costs	-	-	-	-	-	-	-	1,170,481	1,170,481	(1,170,481)	-	66%
	per pupil	-	-	-	-	-	-	-	94.36	94.36	(94.36)	-	
8,096	Implementation Costs	-	-	-	-	-	-	15,544	318,932	334,476	(334,476)	-	98%
	per pupil	-	-	-	-	-	-	1.25	25.71	26.96	(26.96)	-	
615,049	pupil count	-	-	-	-	-	-	15,544	1,489,413	1,504,957	(1,504,957)	-	71%
12,404.68	Student FTE /	-	-	-	-	-	-	1.25	120.07	121.32	(121.32)	-	
15-16 cBud	Personnel Costs	-	-	-	-	-	-	-	1,777,435	1,777,435	(1,777,435)	-	
	per pupil	-	-	-	-	-	-	-	143.29	143.29	(143.29)	-	
	Implementation Costs	-	-	-	-	-	-	9,181	333,391	342,572	(342,572)	-	
	per pupil	-	-	-	-	-	-	0.74	26.88	27.62	(27.62)	-	
pupil count	Total	-	-	-	-	-	-	9,181	2,110,826	2,120,007	(2,120,007)	-	
12,404.68	Student FTE / spend per	-	-	-	-	-	-	0.74	170.16	170.90	(170.90)	-	
34	Transportation	-	-	-	-	-	-	2,328	833,729	836,056	(836,056)	-	spent
580,911	15-16 cAct Personnel Costs	-	-	-	-	-	-	-	1,275,890	1,275,890	(1,275,890)	-	69%
	per pupil	-	-	-	-	-	-	-	102.86	102.86	(102.86)	-	
255,145	Implementation Costs	-	-	-	-	-	-	2,724	56,458	59,182	(59,182)	-	19%
	per pupil	-	-	-	-	-	-	0.22	4.55	4.77	(4.77)	-	
836,056	pupil count	-	-	-	-	-	-	2,724	1,332,349	1,335,072	(1,335,072)	-	61%
12,404.68	Student FTE /	-	-	-	-	-	-	0.22	107.41	107.63	(107.63)	-	
15-16 cBud	Personnel Costs	-	-	-	-	-	-	-	1,856,801	1,856,801	(1,856,801)	-	
	per pupil	-	-	-	-	-	-	-	149.69	149.69	(149.69)	-	
	Implementation Costs	-	-	-	-	-	-	5,050	309,277	314,327	(314,327)	-	
	per pupil	-	-	-	-	-	-	-	25.34	25.34	(25.34)	-	
pupil count	Total	-	-	-	-	-	-	5,050	2,166,078	2,171,128	(2,171,128)	-	
12,404.68	Student FTE / spend per	-	-	-	-	-	-	0.41	174.62	175.02	(175.02)	-	
33	Information Technology	-	-	-	-	-	-	8,055	756,409	764,464	(764,464)	-	spent
28	15-16 cAct Personnel Costs	-	-	-	-	-	-	-	-	-	-	-	0%
	per pupil	-	-	-	-	-	-	-	-	-	-	-	
764,436	Implementation Costs	-	-	-	-	-	-	5,002	2,128,166	2,133,168	(2,133,168)	-	74%
	per pupil	-	-	-	-	-	-	0.40	171.56	171.96	(171.96)	-	
764,464	pupil count	-	-	-	-	-	-	5,002	2,128,166	2,133,168	(2,133,168)	-	74%
12,404.68	Student FTE /	-	-	-	-	-	-	0.40	171.56	171.96	(171.96)	-	
15-16 cBud	Personnel Costs	-	-	-	-	-	-	-	28	28	(28)	-	
	per pupil	-	-	-	-	-	-	-	0.00	0.00	(0.00)	-	
	Implementation Costs	-	-	-	-	-	-	13,057	2,884,548	2,897,604	(2,897,604)	-	
	per pupil	-	-	-	-	-	-	-	233.59	233.59	(233.59)	-	
pupil count	Total	-	-	-	-	-	-	13,057	2,884,576	2,897,632	(2,897,632)	-	
12,404.68	Student FTE / spend per	-	-	-	-	-	-	1.05	232.54	233.59	(233.59)	-	

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
PERSONNEL COSTS BY SCHOOL LOCATION - TOTAL & PER PUPIL

February 29, 2016



		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for		Security	School Admin	Other Direct Spend	Total	
	15-16 cAct	SFTE					Students	Staff					
		zone											
132 Falcon Elementar Personnel Costs	291.26	30	623,447	227,562	-	270	53,729	9,674	-	124,587	54,776	1,094,045	31
134 Meridian Ranch E Personnel Costs	675.22	30	1,367,803	232,695	44,317	268	76,252	-	2,883	209,273	73,353	2,023,575	36
137 Woodmen Hills E Personnel Costs	656.36	30	1,569,461	227,860	1,428	269	84,579	8,900	3,660	209,276	61,585	2,202,887	41
220 Falcon Middle Co Personnel Costs	907.00	30	1,868,334	196,885	18,684	65,803	199,319	20,706	57,468	263,707	121,489	2,812,395	46
310 Falcon High Cons Personnel Costs	1,234.50	30	2,162,739	237,916	18,684	242,861	241,159	18,569	69,347	262,612	213,959	3,774,544	51
530 Falcon Zone Lev Personnel Costs	3,764.34	30	-	5,830	37,646	-	-	33,263	-	233,531	1,183	311,453	56
131 Evans Elementar Personnel Costs	617.78	31	1,227,504	169,127	51,451	360	71,119	49,651	2,297	183,862	81,508	1,836,879	61
135 Remington Eleme Personnel Costs	528.10	31	1,261,265	188,442	37,516	270	74,078	56,552	3,773	165,831	76,874	1,870,898	66
138 Springs Ranch El Personnel Costs	511.48	31	1,287,160	376,359	49,183	270	74,878	46,420	6,880	163,942	89,014	2,125,559	71
225 Horizon Middle C Personnel Costs	649.50	31	1,508,264	332,241	35,482	69,311	-	121,532	72,428	242,923	98,808	2,509,841	76
315 Sand Creek High Personnel Costs	1,266.50	31	2,263,625	480,214	48,544	149,774	294,391	17,723	50,025	302,269	209,083	3,916,199	81
531 Sand Creek Zone Personnel Costs	3,573.36	31	6,984	5,920	-	1,484	-	57,707	-	161,301	46,759	280,156	86
136 Ridgeview Eleme Personnel Costs	684.62	32	1,423,306	304,513	64,635	269	78,101	63,332	6,723	199,205	89,363	2,257,360	91
139 Stetson Elements Personnel Costs	507.52	32	1,233,782	386,692	70,573	260	68,045	10,330	7,995	192,269	79,985	2,075,866	96
140 Odyssey Element Personnel Costs	508.00	32	1,301,166	261,770	62,297	275	71,930	10,479	7,310	164,627	70,390	1,955,508	101
230 Skyview Middle C Personnel Costs	1,127.00	32	2,144,331	540,561	79,973	57,297	217,311	10,842	51,157	299,494	150,655	3,551,621	106
320 Vista Ridge High Personnel Costs	1,401.00	32	2,039,317	378,005	108,522	168,833	337,436	16,332	68,438	355,508	249,880	3,911,807	111
532 Vista Ridge Zone Personnel Costs	4,228.14	32	5,953	5,920	-	-	-	58,127	-	284,737	46,289	401,026	116
464 Springs Studio for Personnel Costs	517.06	35	88,981	107,477	560,571	-	101,361	-	-	185,025	27,710	1,071,124	6
525 Home School Personnel Costs	121.28	35	-	-	189,879	-	7,140	-	-	48,501	10,600	256,121	26
501 Summ School Personnel Costs	12,404.68	35	29,975	-	-	-	-	-	-	-	-	29,975	16
510 Patriot Learning C Personnel Costs	200.50	35	10,998	29,310	525,666	-	68,921	-	14,001	177,087	78,192	952,146	1
522 iConnect Zone Le Personnel Costs	838.84	35	-	-	-	-	-	-	-	319,547	-	319,547	21
503 Excl Program Personnel Costs	12,404.68	35	-	-	73,002	-	-	-	-	-	23,324	96,327	11
132 Falcon Elementar PersCost / sFTE	291.26	30	2,140.52	781.30	-	0.93	184.47	33.22	-	427.75	188.07	3,756.25	32
134 Meridian Ranch E PersCost / sFTE	675.22	30	2,025.71	344.62	65.63	0.40	112.93	-	4.27	309.93	108.64	2,996.91	37
137 Woodmen Hills E PersCost / sFTE	656.36	30	2,391.16	347.16	2.18	0.41	128.86	13.56	5.58	318.84	93.83	3,356.22	42
220 Falcon Middle Co PersCost / sFTE	907.00	30	2,059.91	217.07	20.60	72.55	219.76	22.83	63.36	290.75	133.95	3,100.77	47
310 Falcon High Cons PersCost / sFTE	1,234.50	30	1,751.92	192.72	15.14	196.73	195.35	15.04	56.17	212.73	173.32	3,057.55	52
530 Falcon Zone Lev PersCost / sFTE	3,764.34	30	-	1.55	10.00	-	-	8.84	-	62.04	0.31	82.74	57
131 Evans Elementar PersCost / sFTE	617.78	31	1,986.96	273.77	83.28	0.58	115.12	80.37	3.72	297.62	131.94	2,973.35	62
135 Remington Eleme PersCost / sFTE	528.10	31	2,388.31	356.83	71.04	0.51	140.27	107.09	7.14	314.01	145.57	3,542.70	67
138 Springs Ranch El PersCost / sFTE	511.48	31	2,516.54	735.82	96.16	0.53	146.39	90.76	13.45	320.53	174.03	4,155.70	72
225 Horizon Middle C PersCost / sFTE	649.50	31	2,322.19	511.53	54.63	106.71	187.12	111.51	44.42	374.02	152.13	3,864.27	77
315 Sand Creek High PersCost / sFTE	1,266.50	31	1,787.31	379.17	38.33	118.26	232.44	13.99	39.50	238.66	165.09	3,092.14	82
531 Sand Creek Zone PersCost / sFTE	3,573.36	31	1.95	1.66	-	0.42	-	16.15	-	45.14	13.09	78.40	87
136 Ridgeview Eleme PersCost / sFTE	684.62	32	2,078.97	444.79	94.41	0.39	114.08	92.51	9.82	290.97	130.53	3,297.24	92
139 Stetson Elements PersCost / sFTE	507.52	32	2,431.00	761.93	139.05	0.51	134.07	20.35	15.75	378.84	157.60	4,090.22	97
140 Odyssey Element PersCost / sFTE	508.00	32	2,561.35	515.30	122.63	0.54	141.60	20.63	14.39	324.07	138.56	3,849.42	102
230 Skyview Middle C PersCost / sFTE	1,127.00	32	1,902.69	479.65	70.96	50.84	192.82	9.62	45.39	265.74	133.68	3,151.39	107
320 Vista Ridge High PersCost / sFTE	1,401.00	32	1,455.62	269.81	77.46	120.51	240.85	11.66	48.85	253.75	178.36	2,792.15	112
532 Vista Ridge Zone PersCost / sFTE	4,228.14	32	1.41	1.40	-	-	-	13.75	-	67.34	10.95	94.85	117
464 Springs Studio for PersCost / sFTE	517.06	35	172.09	207.86	1,084.15	-	196.03	-	-	357.84	53.59	2,071.57	7
525 Home School PersCost / sFTE	121.28	35	-	-	1,565.63	-	58.87	-	-	399.91	87.40	2,111.82	27
501 Summ School PersCost / sFTE	12,404.68	35	2.42	-	-	-	-	-	-	-	-	2.42	17
510 Patriot Learning C PersCost / sFTE	200.50	35	54.85	146.19	2,621.78	-	343.75	-	69.83	883.23	389.99	4,748.86	2
522 iConnect Zone Le PersCost / sFTE	838.84	35	-	-	-	-	-	-	-	380.94	-	380.94	22
503 Excl Program PersCost / sFTE	12,404.68	35	-	-	5.89	-	-	-	-	-	1.88	-	12

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
IMPLEMENTATION COSTS BY SCHOOL LOCATION - TOTAL & PER PUPIL

February 29, 2016



		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for		Security	School Admin	Other Direct Spend	Total
	15-16 cAct	SFTE					Students	Staff				
		zone										
132 Falcon Elementar Implementation C	291.26	30	13,664	-	-	-	-	-	3,624	9,768	66,587	93,643
134 Meridian Ranch E Implementation C	675.22	30	11,252	147	-	2,744	-	-	1,407	15,800	88,463	119,811
137 Woodmen Hills E Implementation C	656.36	30	34,186	-	-	404	-	7,558	945	8,691	114,968	166,753
220 Falcon Middle Co Implementation C	907.00	30	43,387	605	-	8,269	-	2,230	1,154	27,874	188,215	286,410
310 Falcon High Cons Implementation C	1,234.50	30	59,305	1,829	-	49,627	101,707	-	36,741	21,646	277,192	549,973
530 Falcon Zone Lev Implementation C	3,764.34	30	31,882	-	3,235	-	52,484	-	-	55,114	2,843	145,558
131 Evans Elementar Implementation C	617.78	31	34,759	471	-	-	-	12,000	1,878	12,246	94,184	155,537
135 Remington Eleme Implementation C	528.10	31	53,231	-	-	178	114	3,565	2,093	7,947	91,156	158,284
138 Springs Ranch El Implementation C	511.48	31	48,966	291	-	7,042	-	4,011	1,751	4,786	90,315	157,163
225 Horizon Middle C Implementation C	649.50	31	77,398	458	-	7,222	-	-	6,647	11,331	176,742	295,984
315 Sand Creek High Implementation C	1,266.50	31	67,920	843	-	34,917	334	18,342	26,300	16,355	265,044	480,452
531 Sand Creek Zone Implementation C	3,573.36	31	69,729	-	-	-	-	-	-	159,133	2,714	231,576
136 Ridgeview Eleme Implementation C	684.62	32	46,887	13	-	8,599	-	3,583	1,317	9,307	94,199	163,905
139 Stetson Elements Implementation C	507.52	32	18,957	-	-	29,371	-	-	1,985	8,265	79,817	138,395
140 Odyssey Element Implementation C	508.00	32	26,422	130	-	140	-	969	1,647	4,249	73,377	106,934
230 Skyview Middle C Implementation C	1,127.00	32	83,298	187	-	5,450	377	1,248	3,746	11,301	167,014	293,688
320 Vista Ridge High Implementation C	1,401.00	32	121,736	204	-	51,040	174	-	25,638	15,916	241,530	542,466
532 Vista Ridge Zone Implementation C	4,228.14	32	56,276	-	1,035	-	-	-	-	110,537	14,397	195,907
464 Springs Studio for Implementation C	517.06	35	6,989	3,482	407,740	-	44,977	-	1,007	15,457	33,016	512,668
525 Home School Implementation C	121.28	35	69	-	8,330	-	-	-	2,801	1,334	18,844	31,379
501 Summ School Implementation C	12,404.68	35	12,082	-	-	-	-	-	-	-	154	12,236
510 Patriot Learning C Implementation C	200.50	35	1,024	15	29,258	-	34,323	154	1,213	4,358	76,785	147,132
522 iConnect Zone Le Implementation C	838.84	35	-	-	-	-	-	-	-	224,375	21,865	246,240
503 Excl Program Implementation C	12,404.68	35	-	-	4,471	1,380	-	-	-	1,044	12,491	19,386
132 Falcon Elementar Implement / sFTE	291.26	30	46.91	-	-	-	-	-	12.44	33.54	228.62	321.51
134 Meridian Ranch E Implement / sFTE	675.22	30	16.66	0.22	-	4.06	-	-	2.08	23.40	131.01	177.44
137 Woodmen Hills E Implement / sFTE	656.36	30	52.08	-	-	0.62	-	11.52	1.44	13.24	175.16	254.06
220 Falcon Middle Co Implement / sFTE	907.00	30	47.84	0.67	-	9.12	-	2.46	1.27	30.73	207.51	315.78
310 Falcon High Cons Implement / sFTE	1,234.50	30	48.04	1.48	-	40.20	82.39	1.56	29.76	17.53	224.54	445.50
530 Falcon Zone Lev Implementation C	3,764.34	30	8.47	-	0.86	-	13.94	-	-	14.64	0.76	38.67
131 Evans Elementar Implement / sFTE	617.78	31	56.26	0.76	-	-	-	19.42	3.04	19.82	152.45	251.77
135 Remington Eleme Implement / sFTE	528.10	31	100.80	-	-	0.34	0.22	6.75	3.96	15.05	172.61	299.72
138 Springs Ranch El Implement / sFTE	511.48	31	95.73	0.57	-	13.77	-	7.84	3.42	9.36	176.58	307.27
225 Horizon Middle C Implement / sFTE	649.50	31	119.17	0.71	-	11.12	-	-	10.23	17.45	272.12	455.71
315 Sand Creek High Implement / sFTE	1,266.50	31	53.63	0.67	-	27.57	39.79	0.26	14.48	12.91	209.27	379.35
531 Sand Creek Zone Implement / sFTE	3,573.36	31	19.51	-	-	-	-	-	-	44.53	0.76	64.81
136 Ridgeview Eleme Implement / sFTE	684.62	32	68.49	0.02	-	12.56	-	5.23	1.92	13.59	137.59	239.41
139 Stetson Elements Implement / sFTE	507.52	32	37.35	-	-	57.87	-	-	3.91	16.29	157.27	272.69
140 Odyssey Element Implement / sFTE	508.00	32	52.01	0.26	-	0.28	-	1.91	3.24	8.36	144.44	210.50
230 Skyview Middle C Implement / sFTE	1,127.00	32	73.91	0.17	-	4.84	0.33	1.11	3.32	10.03	148.19	260.59
320 Vista Ridge High Implement / sFTE	1,401.00	32	86.89	0.15	-	36.43	61.55	0.12	18.30	11.36	172.40	387.20
532 Vista Ridge Zone Implement / sFTE	4,228.14	32	13.31	-	0.24	-	3.23	-	-	26.14	3.41	46.33
464 Springs Studio for Implement / sFTE	517.06	35	13.52	6.73	788.57	-	86.99	-	1.95	29.89	63.85	991.51
525 Home School Implement / sFTE	121.28	35	0.57	-	68.69	-	-	-	23.10	11.00	155.38	258.73
501 Summ School Implement / sFTE	12,404.68	35	0.97	-	-	-	-	-	-	-	0.01	0.99
510 Patriot Learning C Implement / sFTE	200.50	35	5.11	0.07	145.93	-	171.19	0.77	6.05	21.74	382.97	733.82
522 iConnect Zone Le Implement / sFTE	838.84	35	-	-	-	-	-	-	-	267.48	26.07	293.55
503 Excl Program Implement / sFTE	12,404.68	35	-	-	0.36	-	-	-	-	-	1.01	-

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION - SUMMARY



February 29, 2016

DIRECT SPENDS BY SCHOOL LOCATION - SUMMARY							Preschool or	Support Services for		School	Other	Total	
February 29, 2016	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Post-Secondary	Students	Staff	Security	Admin	Direct Spend			
15-16 cAct	SFTE												
	zone												
132 Falcon Elementary Total Direct	291.26	637,111	227,562	-	270	-	53,729	9,674	3,624	134,356	121,362	1,187,688	34.5
134 Meridian Ranch E Total Direct	675.22	1,379,054	232,842	44,317	268	19,475	76,252	-	4,290	225,073	161,815	2,143,386	39.5
137 Woodmen Hills E Total Direct	656.36	1,603,647	227,860	1,428	269	36,273	84,579	16,459	4,605	217,967	176,553	2,369,640	44.5
220 Falcon Middle Co Total Direct	907.00	1,911,721	197,491	18,684	74,071	14,677	199,319	22,936	58,622	291,581	309,704	3,098,805	49.5
310 Falcon High Cons Total Direct	1,234.50	2,222,044	239,745	18,684	292,489	408,402	243,084	18,569	106,088	284,258	491,152	4,324,516	54.5
530 Falcon Zone Lev Total Direct	3,764.34	31,882	5,830	40,881	-	52,484	-	33,263	-	288,645	4,027	457,012	59.5
131 Evans Elementary Total Direct	617.78	1,262,263	169,597	51,451	360	-	71,119	61,651	4,175	196,108	175,692	1,992,416	64.5
135 Remington Eleme Total Direct	528.10	1,314,497	188,442	37,516	270	6,475	74,192	60,118	5,865	173,777	168,031	2,029,182	69.5
138 Springs Ranch El Total Direct	511.48	1,336,126	376,650	49,183	270	38,496	74,878	50,431	8,631	168,728	179,329	2,282,722	74.5
225 Horizon Middle C Total Direct	649.50	1,585,662	332,699	35,482	76,533	16,186	121,532	72,428	35,498	254,254	275,550	2,805,825	79.5
315 Sand Creek High Total Direct	1,266.50	2,331,545	481,057	48,544	184,692	150,946	294,726	36,065	76,325	318,624	474,127	4,396,651	84.5
531 Sand Creek Zone Total Direct	3,573.36	76,713	5,920	-	1,484	-	-	57,707	-	320,434	49,473	511,731	89.5
136 Ridgeview Eleme Total Direct	684.62	1,470,192	304,526	64,635	269	36,512	78,101	66,915	8,040	208,512	183,562	2,421,264	94.5
139 Stetson Elements Total Direct	507.52	1,252,739	386,692	70,573	260	55,306	68,045	10,330	9,980	200,534	159,802	2,214,261	99.5
140 Odyssey Element Total Direct	508.00	1,327,588	261,900	62,297	275	5,404	71,930	11,448	8,957	168,875	143,767	2,062,441	104.5
230 Skyview Middle C Total Direct	1,127.00	2,227,629	540,748	79,973	62,747	21,067	217,688	12,090	54,904	310,795	317,669	3,845,309	109.5
320 Vista Ridge High Total Direct	1,401.00	2,161,053	378,209	108,522	219,873	275,763	337,610	16,332	94,076	371,425	491,409	4,454,273	114.5
532 Vista Ridge Zone Total Direct	4,228.14	62,229	5,920	1,035	-	13,662	-	58,127	-	395,274	60,685	596,934	119.5
464 Springs Studio for Total Direct	517.06	95,970	110,959	968,310	-	44,977	101,361	-	1,007	200,482	60,726	1,583,792	9.5
525 Home School Total Direct	121.28	69	-	198,210	-	-	7,140	-	2,801	49,836	29,444	287,500	29.5
501 Summ School Total Direct	12,404.68	42,057	-	-	-	-	-	-	-	-	154	42,211	19.5
510 Patriot Learning C Total Direct	200.50	12,023	29,325	554,924	-	82,293	69,076	-	15,214	181,445	154,977	1,099,278	4.5
522 iConnect Zone Le Total Direct	838.84	-	-	-	-	-	-	-	-	543,922	21,865	565,787	24.5
503 Excl Program Total Direct	12,404.68	-	-	77,473	-	1,380	-	-	-	1,044	35,815	115,712	14.5
132 Falcon Elementary Tot Dir / sFTE	291.26	2,187.43	781.30	-	0.93	-	184.47	33.22	12.44	461.29	416.68	4,077.76	35
134 Meridian Ranch E Tot Dir / sFTE	675.22	2,042.38	344.84	65.63	0.40	28.84	112.93	-	6.35	333.33	239.65	3,174.35	40
137 Woodmen Hills E Tot Dir / sFTE	656.36	2,443.24	347.16	2.18	0.41	55.26	128.86	25.08	7.02	332.08	268.99	3,610.28	45
220 Falcon Middle Co Tot Dir / sFTE	907.00	2,107.74	217.74	20.60	81.67	16.18	219.76	25.29	64.63	321.48	341.46	3,416.54	50
310 Falcon High Cons Tot Dir / sFTE	1,234.50	1,799.95	194.20	15.14	236.93	330.82	196.91	15.04	85.94	230.26	397.85	3,503.05	55
530 Falcon Zone Lev Tot Dir / sFTE	3,764.34	8.47	1.55	10.86	-	13.94	-	8.84	-	76.68	1.07	121.41	60
131 Evans Elementary Tot Dir / sFTE	617.78	2,043.22	274.53	83.28	0.58	-	115.12	99.79	6.76	317.44	284.39	3,225.12	65
135 Remington Eleme Tot Dir / sFTE	528.10	2,489.11	356.83	71.04	0.51	12.26	140.49	113.84	11.11	329.06	318.18	3,842.42	70
138 Springs Ranch El Tot Dir / sFTE	511.48	2,612.27	736.39	96.16	0.53	75.26	146.39	98.60	16.87	329.88	350.61	4,462.97	75
225 Horizon Middle C Tot Dir / sFTE	649.50	2,441.36	512.24	54.63	117.83	24.92	187.12	111.51	54.65	391.46	424.25	4,319.98	80
315 Sand Creek High Tot Dir / sFTE	1,266.50	1,840.94	379.83	38.33	145.83	119.18	232.71	28.48	60.26	251.58	374.36	3,471.50	85
531 Sand Creek Zone Tot Dir / sFTE	3,573.36	21.47	1.66	-	0.42	-	-	16.15	-	89.67	13.84	143.21	90
136 Ridgeview Eleme Tot Dir / sFTE	684.62	2,147.46	444.81	94.41	0.39	53.33	114.08	97.74	11.74	304.57	268.12	3,536.65	95
139 Stetson Elements Tot Dir / sFTE	507.52	2,468.35	761.93	139.05	0.51	108.97	134.07	20.35	19.66	395.13	314.87	4,362.90	100
140 Odyssey Element Tot Dir / sFTE	508.00	2,613.36	515.55	122.63	0.54	10.64	141.60	22.54	17.63	332.43	283.01	4,059.92	105
230 Skyview Middle C Tot Dir / sFTE	1,127.00	1,976.60	479.81	70.96	55.68	18.69	193.16	10.73	48.72	275.77	281.87	3,411.99	110
320 Vista Ridge High Tot Dir / sFTE	1,401.00	1,542.51	269.96	77.46	156.94	196.83	240.98	11.66	67.15	265.11	350.76	3,179.35	115
532 Vista Ridge Zone Tot Dir / sFTE	4,228.14	14.72	1.40	0.24	-	3.23	-	13.75	-	93.49	14.35	141.18	120
464 Springs Studio for Tot Dir / sFTE	517.06	185.61	214.60	1,872.72	-	86.99	196.03	-	1.95	387.73	117.44	3,063.07	10
525 Home School Tot Dir / sFTE	121.28	0.57	-	1,634.31	-	-	58.87	-	23.10	410.91	242.78	2,370.55	20
501 Summ School Tot Dir / sFTE	12,404.68	3.39	-	-	-	-	-	-	-	-	0.01	3.40	20
510 Patriot Learning C Tot Dir / sFTE	200.50	59.96	146.26	2,767.70	-	410.44	344.52	-	75.88	904.96	772.95	5,482.68	5
522 iConnect Zone Le Tot Dir / sFTE	838.84	-	-	-	-	-	-	-	-	648.42	26.07	674.49	25
503 Excl Program Tot Dir / sFTE	12,404.68	-	-	-	-	-	-	-	-	-	2.89	-	15

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
PERSONNEL COSTS BY SCHOOL LOCATION - TOTAL & PER PUPIL



February 29, 2016

		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Post-Secondary	Students	Staff	Security	Admin	Direct Spend	Total	
15-16 cBud		SFTE											
zone													
132	Falcon Elementary Personnel Costs	291.26 <sup>30</sup>	937,525	352,840	14,649	462	-	81,820	19,950	-	191,042	89,232	1,687,520 <sup>31</sup>
134	Meridian Ranch E Personnel Costs	675.22 <sup>30</sup>	2,139,121	375,232	64,202	462	16,098	110,919	5,177	6,592	326,419	98,775	3,142,997 <sup>36</sup>
137	Woodmen Hills E Personnel Costs	656.36 <sup>30</sup>	2,260,673	370,703	50,655	462	53,330	128,569	12,646	6,185	330,130	113,495	3,326,848 <sup>41</sup>
220	Falcon Middle Co Personnel Costs	907.00 <sup>30</sup>	2,797,708	329,557	28,150	92,131	-	300,582	31,810	105,992	399,132	186,430	4,271,492 <sup>46</sup>
310	Falcon High Cons Personnel Costs	1,234.50 <sup>30</sup>	3,293,335	308,459	28,210	377,755	480,060	355,052	31,217	90,334	407,331	326,640	5,698,392 <sup>51</sup>
530	Falcon Zone Level Personnel Costs	3,764.34 <sup>30</sup>	-	9,429	62,050	-	-	-	50,320	-	397,221	1,467	520,488
131	Evans Elementary Personnel Costs	617.78 <sup>31</sup>	1,850,631	264,812	97,998	693	-	115,791	75,704	3,890	281,145	132,527	2,823,192 <sup>61</sup>
135	Remington Elementary Personnel Costs	528.10 <sup>31</sup>	1,988,524	376,127	85,670	3,538	10,770	112,324	90,787	6,796	250,603	107,848	3,032,986 <sup>66</sup>
138	Springs Ranch El Personnel Costs	511.48 <sup>31</sup>	1,900,596	622,256	73,655	538	30,503	112,300	73,481	11,940	246,803	144,601	3,216,672 <sup>71</sup>
225	Horizon Middle Co Personnel Costs	649.50 <sup>31</sup>	2,330,723	460,793	53,445	98,273	-	189,927	109,669	54,424	367,105	143,692	3,808,051 <sup>76</sup>
315	Sand Creek High Personnel Costs	1,266.50 <sup>31</sup>	3,420,314	643,491	99,185	308,375	151,584	429,268	28,149	75,638	456,335	342,336	5,954,675 <sup>81</sup>
531	Sand Creek Zone Personnel Costs	3,573.36 <sup>31</sup>	64,149	10,342	-	1,652	-	9,334	114,472	-	250,645	72,535	523,129 <sup>86</sup>
136	Ridgeview Elementary Personnel Costs	684.62 <sup>32</sup>	2,163,473	468,729	97,503	3,777	38,968	114,084	96,270	8,957	297,441	132,721	3,421,924 <sup>91</sup>
139	Stetson Elementary Personnel Costs	507.52 <sup>32</sup>	1,827,724	582,535	109,743	522	39,464	107,804	14,920	11,514	288,178	124,249	3,106,653 <sup>96</sup>
140	Odyssey Elementary Personnel Costs	508.00 <sup>32</sup>	2,035,328	385,191	93,617	547	7,561	110,635	16,977	11,129	244,906	109,561	3,015,453 <sup>101</sup>
230	Skyview Middle C Personnel Costs	1,127.00 <sup>32</sup>	3,206,690	810,028	93,420	65,105	-	326,067	15,980	77,243	449,030	221,547	5,265,110 <sup>106</sup>
320	Vista Ridge High Personnel Costs	1,401.00 <sup>32</sup>	3,052,046	508,441	182,084	267,794	284,020	509,685	24,075	100,845	534,225	379,302	5,842,517 <sup>111</sup>
532	Vista Ridge Zone Personnel Costs	4,228.14 <sup>32</sup>	28,205	8,757	-	1,000	-	-	87,285	-	424,585	70,125	619,958 <sup>116</sup>
464	Springs Studio for Personnel Costs	517.06 <sup>35</sup>	136,678	156,753	908,724	-	-	142,513	163	-	281,318	42,147	1,668,296 <sup>6</sup>
525	Home School Personnel Costs	121.28 <sup>35</sup>	-	-	275,142	-	-	10,831	-	-	77,716	20,566	384,254 <sup>26</sup>
501	Summ School Personnel Costs	12,404.68 <sup>35</sup>	83,221	-	17,309	-	-	-	-	-	2,779	-	103,309 <sup>16</sup>
510	Patriot Learning C Personnel Costs	200.50 <sup>35</sup>	26,426	74,514	770,782	-	72,314	112,324	-	13,444	267,246	123,118	1,460,168
522	iConnect Zone Level Personnel Costs	838.84 <sup>35</sup>	155	-	-	-	-	-	-	-	518,904	-	519,059 <sup>21</sup>
503	Excl Program Personnel Costs	12,404.68 <sup>35</sup>	-	-	111,829	-	-	-	-	-	-	39,633	151,462 <sup>11</sup>
132	Falcon Elementary PersCost / sFTE	291.26 <sup>30</sup>	3,218.86	1,211.43	50.29	1.58	-	280.92	68.50	-	655.92	306.37	5,793.86 <sup>32</sup>
134	Meridian Ranch E PersCost / sFTE	675.22 <sup>30</sup>	3,168.04	555.72	95.08	0.68	23.84	164.27	7.67	9.76	483.43	146.29	4,654.77 <sup>37</sup>
137	Woodmen Hills E PersCost / sFTE	656.36 <sup>30</sup>	3,444.26	564.79	77.18	0.70	81.25	195.88	19.27	9.42	502.97	172.92	5,068.63 <sup>42</sup>
220	Falcon Middle Co PersCost / sFTE	907.00 <sup>30</sup>	3,084.57	363.35	31.04	101.58	-	331.40	35.07	116.86	440.06	205.55	4,709.47 <sup>47</sup>
310	Falcon High Cons PersCost / sFTE	1,234.50 <sup>30</sup>	2,667.75	249.87	22.85	306.00	388.87	287.61	25.29	73.17	329.96	264.59	4,615.95 <sup>52</sup>
530	Falcon Zone Level PersCost / sFTE	3,764.34 <sup>30</sup>	-	2.50	16.48	-	-	-	13.37	-	105.52	0.39	138.27 <sup>57</sup>
131	Evans Elementary PersCost / sFTE	617.78 <sup>31</sup>	2,995.62	428.65	158.63	1.12	-	187.43	122.54	6.30	455.09	214.52	4,569.90 <sup>62</sup>
135	Remington Elementary PersCost / sFTE	528.10 <sup>31</sup>	3,765.43	712.23	162.22	6.70	20.39	212.69	171.91	12.87	474.54	204.22	5,743.20 <sup>67</sup>
138	Springs Ranch El PersCost / sFTE	511.48 <sup>31</sup>	3,715.88	1,216.58	144.00	1.05	59.64	219.56	143.66	23.34	482.53	282.71	6,288.95 <sup>72</sup>
225	Horizon Middle Co PersCost / sFTE	649.50 <sup>31</sup>	3,588.49	709.46	82.29	151.31	-	292.42	168.85	83.79	565.21	221.23	5,863.05 <sup>77</sup>
315	Sand Creek High PersCost / sFTE	1,266.50 <sup>31</sup>	2,700.60	508.09	78.31	243.49	119.69	338.94	22.23	59.72	360.31	270.30	4,701.68 <sup>82</sup>
531	Sand Creek Zone PersCost / sFTE	3,573.36 <sup>31</sup>	17.95	2.89	-	0.46	-	2.61	32.03	-	70.14	20.30	146.40 <sup>87</sup>
136	Ridgeview Elementary PersCost / sFTE	684.62 <sup>32</sup>	3,160.11	684.66	142.42	5.52	56.92	166.64	140.62	13.08	434.46	193.86	4,998.28 <sup>92</sup>
139	Stetson Elementary PersCost / sFTE	507.52 <sup>32</sup>	3,601.28	1,147.81	216.23	1.03	77.76	212.41	29.40	22.69	567.82	244.82	6,121.24 <sup>97</sup>
140	Odyssey Elementary PersCost / sFTE	508.00 <sup>32</sup>	4,006.55	758.25	184.29	1.08	14.88	217.79	33.42	21.91	482.10	215.67	5,935.93 <sup>102</sup>
230	Skyview Middle C PersCost / sFTE	1,127.00 <sup>32</sup>	2,845.33	718.75	82.89	57.77	-	289.32	14.18	68.54	398.43	196.58	4,671.79 <sup>107</sup>
320	Vista Ridge High PersCost / sFTE	1,401.00 <sup>32</sup>	2,178.48	362.91	129.97	191.15	202.73	363.80	17.18	71.98	381.32	270.74	4,170.25 <sup>112</sup>
532	Vista Ridge Zone PersCost / sFTE	4,228.14 <sup>32</sup>	6.67	2.07	-	0.24	-	-	20.64	-	100.42	16.59	146.63 <sup>117</sup>
464	Springs Studio for PersCost / sFTE	517.06 <sup>35</sup>	264.34	303.16	1,757.48	-	-	275.62	0.32	-	544.07	81.51	3,226.50 <sup>7</sup>
525	Home School PersCost / sFTE	121.28 <sup>35</sup>	-	-	2,268.65	-	-	89.30	-	-	640.79	169.57	3,168.32 <sup>27</sup>
501	Summ School PersCost / sFTE	12,404.68 <sup>35</sup>	6.71	-	1.40	-	-	-	-	-	0.22	-	8.33 <sup>17</sup>
510	Patriot Learning C PersCost / sFTE	200.50 <sup>35</sup>	131.80	371.64	3,844.30	-	360.67	560.22	-	67.05	1,332.90	614.06	7,282.63 <sup>2</sup>
522	iConnect Zone Level PersCost / sFTE	838.84 <sup>35</sup>	0.18	-	-	-	-	-	-	-	618.60	-	618.78 <sup>22</sup>
503	Excl Program PersCost / sFTE	12,404.68 <sup>35</sup>	-	-	-	-	-	-	-	-	-	3.20	- <sup>12</sup>

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM

IMPLEMENTATION COSTS BY SCHOOL LOCATION - TOTAL & PER PUPIL

February 29, 2016



	SFTE	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for		Security	School Admin	Other Direct Spend	Total
							Students	Staff				
15-16 cBud												
132 Falcon Elementar Implementation C	291.26	21,282	-	-	-	-	-	-	4,602	16,947	102,598	145,429
134 Meridian Ranch E Implementation C	675.22	52,952	750	-	-	3,027	-	400	2,252	27,695	148,298	235,374
137 Woodmen Hills E Implementation C	656.36	43,249	-	-	-	1,347	-	10,868	870	17,960	159,560	233,854
220 Falcon Middle Co Implementation C	907.00	74,651	950	-	22,763	23,086	-	7,650	1,909	34,678	288,201	453,888
310 Falcon High Cons Implementation C	1,234.50	117,277	6,621	-	86,725	260,007	3,650	-	57,796	32,067	503,341	1,067,484
530 Falcon Zone Lev Implementation C	3,764.34	105,283	-	3,235	-	53,513	-	-	-	76,898	84,147	323,076
131 Evans Elementar Implementation C	617.78	152,002	550	-	-	2,751	450	12,962	3,073	22,612	152,737	347,138
135 Remington Eleme Implementation C	528.10	132,643	-	-	-	411	400	3,565	1,790	14,820	132,300	285,930
138 Springs Ranch El Implementation C	511.48	99,464	1,000	-	-	7,497	-	4,451	2,031	8,700	212,470	335,612
225 Horizon Middle C Implementation C	649.50	130,200	1,000	-	6,970	17,676	-	-	1,310	18,000	226,000	401,156
315 Sand Creek High Implementation C	1,266.50	111,940	4,560	-	97,811	71,148	400	25,017	53,084	33,620	474,695	872,276
531 Sand Creek Zone Implementation C	3,573.36	98,332	-	-	-	-	-	-	-	253,383	450,251	801,966
136 Ridgeview Eleme Implementation C	684.62	88,933	200	-	-	29,253	-	4,600	2,132	14,119	159,675	298,911
139 Stetson Elements Implementation C	507.52	79,823	50	-	-	31,047	55	225	2,704	14,296	147,488	275,689
140 Odyssey Element Implementation C	508.00	97,527	500	-	-	411	300	1,000	1,992	9,500	117,995	229,225
230 Skyview Middle C Implementation C	1,127.00	116,967	1,500	200	12,338	28,400	500	1,500	5,905	28,185	293,413	488,908
320 Vista Ridge High Implementation C	1,401.00	212,220	204	-	54,771	172,692	174	-	50,934	36,800	405,565	933,360
532 Vista Ridge Zone Implementation C	4,228.14	26,478	-	-	-	13,662	-	-	-	155,887	(101,737)	94,290
464 Springs Studio for Implementation C	517.06	14,133	3,967	657,802	-	45,512	4,000	-	1,500	37,915	66,560	831,389
525 Home School Implementation C	121.28	730	-	28,149	-	-	-	-	3,071	2,574	42,670	77,194
501 Summ School Implementation C	12,404.68	72,584	-	3,000	-	-	-	-	-	-	460	76,044
510 Patriot Learning C Implementation C	200.50	2,000	300	65,362	-	52,379	150	-	1,503	6,692	159,892	288,278
522 iConnect Zone Le Implementation C	838.84	-	-	-	-	4,193	-	-	-	282,892	(115,345)	171,739
503 Excl Program Implementation C	12,404.68	-	-	20,550	-	2,875	-	-	-	1,075	48,500	73,000
132 Falcon Elementar Implement / sFTE	291.26	73.07	-	-	-	-	-	-	15.80	58.19	352.26	499.31
134 Meridian Ranch E Implement / sFTE	675.22	78.42	1.11	-	-	4.48	-	0.59	3.33	41.02	219.63	348.59
137 Woodmen Hills E Implement / sFTE	656.36	65.89	-	-	-	2.05	-	16.56	1.33	27.36	243.10	356.29
220 Falcon Middle Co Implement / sFTE	907.00	82.31	1.05	-	25.10	25.45	-	8.43	2.10	38.23	317.75	500.43
310 Falcon High Cons Implement / sFTE	1,234.50	95.00	5.36	-	70.25	210.62	2.96	-	46.82	25.98	407.73	864.71
530 Falcon Zone Lev Implementation C	3,764.34	27.97	-	0.86	-	14.22	-	-	-	20.43	22.35	85.83
131 Evans Elementar Implement / sFTE	617.78	246.05	0.89	-	-	4.45	0.73	20.98	4.97	36.60	247.24	561.91
135 Remington Eleme Implement / sFTE	528.10	251.17	-	-	-	0.78	0.76	6.75	3.39	28.06	250.52	541.43
138 Springs Ranch El Implement / sFTE	511.48	194.46	1.96	-	-	14.66	-	8.70	3.97	17.01	415.40	656.16
225 Horizon Middle C Implement / sFTE	649.50	200.46	1.54	-	10.73	27.22	-	-	2.02	27.71	347.96	617.64
315 Sand Creek High Implement / sFTE	1,266.50	88.39	3.60	-	77.23	56.18	0.32	19.75	41.91	26.55	374.81	688.73
531 Sand Creek Zone Implement / sFTE	3,573.36	27.52	-	-	-	-	-	-	-	70.91	126.00	224.43
136 Ridgeview Eleme Implement / sFTE	684.62	129.90	0.29	-	-	42.73	-	6.72	3.11	20.62	233.23	436.61
139 Stetson Elements Implement / sFTE	507.52	157.28	0.10	-	-	61.17	0.11	0.44	5.33	28.17	290.60	543.21
140 Odyssey Element Implement / sFTE	508.00	191.98	0.98	-	-	0.81	0.59	1.97	3.92	18.70	232.27	451.23
230 Skyview Middle C Implement / sFTE	1,127.00	103.79	1.33	0.18	10.95	25.20	0.44	1.33	5.24	25.01	260.35	433.81
320 Vista Ridge High Implement / sFTE	1,401.00	151.48	0.15	-	39.09	123.26	0.12	-	36.36	26.27	289.48	666.21
532 Vista Ridge Zone Implement / sFTE	4,228.14	6.26	-	-	-	3.23	-	-	-	36.87	(24.06)	22.30
464 Springs Studio for Implement / sFTE	517.06	27.33	7.67	1,272.20	-	88.02	7.74	-	2.90	73.33	128.73	1,607.92
525 Home School Implement / sFTE	121.28	6.02	-	232.10	-	-	-	-	25.32	21.22	351.83	636.50
501 Summ School Implement / sFTE	12,404.68	5.85	-	0.24	-	-	-	-	-	-	0.04	6.13
510 Patriot Learning C Implement / sFTE	200.50	9.98	1.50	326.00	-	261.24	0.75	-	7.50	33.38	797.47	1,437.80
522 iConnect Zone Le Implement / sFTE	838.84	-	-	-	-	5.00	-	-	-	337.24	(137.51)	204.73
503 Excl Program Implement / sFTE	12,404.68	-	-	-	-	-	-	-	-	-	-	-

EL PASO COUNTY SCHOOL DISTRICT 49  
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM  
DIRECT SPENDS BY SCHOOL LOCATION - SUMMARY



February 29, 2016		Reg. Instruct		SPED Instruct		Oth Instruct		Extracurr		Post-Secondary		Students		Staff		Security		Admin		Direct Spend		Total	
15-16 cBud		SFTE																					
zone																							
132	Falcon Elementary Total Direct	291.26	30	958,806	352,840	14,649	462	-	81,820	19,950	4,602	207,990	191,830	1,832,949	34.5								
134	Meridian Ranch E Total Direct	675.22	30	2,192,072	375,982	64,202	462	19,126	110,919	5,577	8,844	354,114	247,073	3,378,371	39.5								
137	Woodmen Hills E Total Direct	656.36	30	2,303,922	370,703	50,655	462	54,677	128,569	23,514	7,055	348,090	273,055	3,560,702	44.5								
220	Falcon Middle Co Total Direct	907.00	30	2,872,359	330,507	28,150	114,894	23,086	300,582	39,460	107,901	433,810	474,631	4,725,380	49.5								
310	Falcon High Cons Total Direct	1,234.50	30	3,410,612	315,080	28,210	464,480	740,067	358,702	31,217	148,130	439,397	829,981	6,765,876	54.5								
530	Falcon Zone Lev Total Direct	3,764.34	30	105,283	9,429	65,285	-	53,513	-	50,320	-	474,119	85,614	843,564	59.5								
131	Evans Elementary Total Direct	617.78	31	2,002,634	265,362	97,998	693	2,751	116,241	88,667	6,963	303,757	285,264	3,170,330	64.5								
135	Remington Elementary Total Direct	528.10	31	2,121,167	376,127	85,670	3,538	11,181	112,724	94,353	8,586	265,423	240,148	3,318,917	69.5								
138	Springs Ranch El Total Direct	511.48	31	2,000,060	623,256	73,655	538	38,000	112,300	77,932	13,971	255,503	357,070	3,552,284	74.5								
225	Horizon Middle C Total Direct	649.50	31	2,460,923	461,793	53,445	105,243	17,676	189,927	109,669	55,734	385,105	369,692	4,209,207	79.5								
315	Sand Creek High Total Direct	1,266.50	31	3,532,254	648,051	99,185	406,186	222,732	429,668	53,167	128,722	489,955	817,031	6,826,951	84.5								
531	Sand Creek Zone Total Direct	3,573.36	31	162,481	10,342	-	1,652	-	9,334	114,472	-	504,028	522,786	1,325,095	89.5								
136	Ridgeview Elementary Total Direct	684.62	32	2,252,406	468,929	97,503	3,777	68,221	114,084	100,870	11,089	311,560	292,396	3,720,835	94.5								
139	Stetson Elementary Total Direct	507.52	32	1,907,547	582,585	109,743	522	70,511	107,859	15,145	14,218	302,474	271,737	3,382,342	99.5								
140	Odyssey Elementary Total Direct	508.00	32	2,132,855	385,691	93,617	547	7,973	110,935	17,977	13,121	254,406	227,556	3,244,678	104.5								
230	Skyview Middle C Total Direct	1,127.00	32	3,323,657	811,528	93,620	77,443	28,400	326,567	17,480	83,149	477,215	514,960	5,754,019	109.5								
320	Vista Ridge High Total Direct	1,401.00	32	3,264,266	508,645	182,084	322,565	456,712	509,860	24,075	151,779	571,025	784,867	6,775,876	114.5								
532	Vista Ridge Zone Total Direct	4,228.14	32	54,683	8,757	-	1,000	13,662	-	87,285	-	580,472	(31,612)	714,248	119.5								
464	Springs Studio for Total Direct	517.06	35	150,811	160,720	1,566,525	-	45,512	146,513	163	1,500	319,233	108,707	2,499,685	9.5								
525	Home School Total Direct	121.28	35	730	-	303,291	-	-	10,831	-	3,071	80,289	63,236	461,448	29.5								
501	Summ School Total Direct	12,404.68	35	155,805	-	20,309	-	-	-	-	-	2,779	460	179,353	19.5								
510	Patriot Learning C Total Direct	200.50	35	28,426	74,814	836,144	-	124,694	112,474	-	14,947	273,938	283,010	1,748,446	4.5								
522	iConnect Zone Le Total Direct	838.84	35	155	-	-	-	4,193	-	-	-	801,796	(115,345)	690,798	24.5								
503	Excl Program Total Direct	12,404.68	35	-	-	132,379	-	2,875	-	-	-	1,075	88,133	224,462	14.5								
132	Falcon Elementary Tot Dir / sFTE	291.26	30	3,291.93	1,211.43	50.29	1.58	-	280.92	68.50	15.80	714.10	658.62	6,293.17	35								
134	Meridian Ranch E Tot Dir / sFTE	675.22	30	3,246.46	556.83	95.08	0.68	28.33	164.27	8.26	13.10	524.44	365.92	5,003.36	40								
137	Woodmen Hills E Tot Dir / sFTE	656.36	30	3,510.15	564.79	77.18	0.70	83.30	195.88	35.82	10.75	530.33	416.01	5,424.92	45								
220	Falcon Middle Co Tot Dir / sFTE	907.00	30	3,166.88	364.40	31.04	126.67	25.45	331.40	43.51	118.96	478.29	523.30	5,209.90	50								
310	Falcon High Cons Tot Dir / sFTE	1,234.50	30	2,762.75	255.23	22.85	376.25	599.49	290.56	25.29	119.99	355.93	672.32	5,480.66	55								
530	Falcon Zone Lev Tot Dir / sFTE	3,764.34	30	27.97	2.50	17.34	-	14.22	-	13.37	-	125.95	22.74	224.09	60								
131	Evans Elementary Tot Dir / sFTE	617.78	31	3,241.66	429.54	158.63	1.12	4.45	188.16	143.53	11.27	491.69	461.76	5,131.81	65								
135	Remington Elementary Tot Dir / sFTE	528.10	31	4,016.60	712.23	162.22	6.70	21.17	213.45	178.66	16.26	502.60	454.74	6,284.64	70								
138	Springs Ranch El Tot Dir / sFTE	511.48	31	3,910.34	1,218.53	144.00	1.05	74.29	219.56	152.37	27.31	499.54	698.11	6,945.11	75								
225	Horizon Middle C Tot Dir / sFTE	649.50	31	3,788.95	711.00	82.29	162.04	27.22	292.42	168.85	85.81	592.93	569.19	6,480.69	80								
315	Sand Creek High Tot Dir / sFTE	1,266.50	31	2,788.99	511.69	78.31	320.72	175.86	339.26	41.98	101.64	386.86	645.11	5,390.41	85								
531	Sand Creek Zone Tot Dir / sFTE	3,573.36	31	45.47	2.89	-	0.46	-	2.61	32.03	-	141.05	146.30	370.83	90								
136	Ridgeview Elementary Tot Dir / sFTE	684.62	32	3,290.01	684.95	142.42	5.52	99.65	166.64	147.34	16.20	455.09	427.09	5,434.89	95								
139	Stetson Elementary Tot Dir / sFTE	507.52	32	3,758.57	1,147.91	216.23	1.03	138.93	212.52	29.84	28.01	595.98	535.42	6,664.45	100								
140	Odyssey Elementary Tot Dir / sFTE	508.00	32	4,198.53	759.23	184.29	1.08	15.69	218.38	35.39	25.83	500.80	447.94	6,387.16	105								
230	Skyview Middle C Tot Dir / sFTE	1,127.00	32	2,949.12	720.08	83.07	68.72	25.20	289.77	15.51	73.78	423.44	456.93	5,105.61	110								
320	Vista Ridge High Tot Dir / sFTE	1,401.00	32	2,329.95	363.06	129.97	230.24	325.99	363.93	17.18	108.34	407.58	560.22	4,836.46	115								
532	Vista Ridge Zone Tot Dir / sFTE	4,228.14	32	12.93	2.07	-	0.24	3.23	-	20.64	-	137.29	(7.48)	168.93	120								
464	Springs Studio for Tot Dir / sFTE	517.06	35	291.67	310.83	3,029.68	-	88.02	283.36	0.32	2.90	617.40	210.24	4,834.42	10								
525	Home School Tot Dir / sFTE	121.28	35	6.02	-	2,500.75	-	-	89.30	-	25.32	662.02	521.41	3,804.82	30								
501	Summ School Tot Dir / sFTE	12,404.68	35	12.56	-	1.64	-	-	-	-	-	0.22	0.04	14.46	20								
510	Patriot Learning C Tot Dir / sFTE	200.50	35	141.78	373.14	4,170.30	-	621.91	560.97	-	74.55	1,366.27	1,411.52	8,720.43	5								
522	iConnect Zone Le Tot Dir / sFTE	838.84	35	0.18	-	-	-	5.00	-	-	-	955.84	(137.51)	823.52	25								
503	Excl Program Tot Dir / sFTE	12,404.68	35	-	-	10.67	-	0.23	-	-	-	0.09	7.10	18.09	15								

EL PASO COUNTY SCHOOL DISTRICT 49  
District Financial Summary  
Key Financial Categories  
February 29, 2016

2015-16 Fiscal Year  
Percent of year completetd 66.7%



Salaries & Benefits

Salaries & Benefits				Regular				Stipends, Extra Duty, Allowances			Gross		Life		Tuition				Dist Paid	Total	
fund		69%	Salary	Subs	Overtime	X Duty	Stipends	Milge. PERA	Salary	General	Insurance	LTD	Medicare	PERA	Reimburs	Health	Dental	Vision	Employee	Salary &	
10	S&B Category ->		0110	0120	0130	0150	0154	0152	Paid	0200	0211	0213	0221	0230	0240	0251	0252	0253	Benefits	Benefits	
			0111		0131	0151	0140	0156	0167						0210						
15-16 cAct		# of	0159			0155	0158	0160												% of	
Job Class		eHC	0115			0153	0155	0170												total	
100	Administrators	67	4,079,707	-	-	-	2,917	45,150	4,127,774	-	6,965	8,068	57,562	727,433	-	223,250	16,493	1,724	1,041,494	5,169,268	10%
200	Prof Instructional	797	24,746,200	492,925	684	149,949	527,925	11,151	25,928,834	-	42,258	48,700	358,814	4,661,058	-	2,278,304	175,369	18,238	7,582,741	33,511,575	67%
300	Prof Other	33	1,249,253	-	8,961	3,395	2,000	4,691	1,268,301	-	2,178	2,522	17,338	222,848	-	125,345	8,632	901	379,765	1,648,065	3%
400	Paraprofessionals	268	2,555,122	64,086	1,024	67,814	20,503	-	2,708,549	-	5,433	4,557	37,676	484,711	-	424,774	41,128	4,324	1,002,604	3,711,152	7%
500	Admin Support	79	1,655,498	63,538	26,813	16,519	1,151	-	1,763,519	-	2,870	3,309	23,852	306,359	-	170,470	16,655	1,734	525,248	2,288,766	5%
	Other	124	2,442,722	77,045	50,775	122,369	1,375	-	2,694,286	-	3,704	4,280	37,010	478,279	-	313,947	24,426	2,550	864,196	3,558,482	7%
									-				-	-	-			-	-	-	
Total		1,369	36,728,501	697,593	88,257	360,047	555,871	60,993	38,491,262	-	63,408	71,436	532,252	6,880,687	-	3,536,090	282,704	29,471	11,396,047	49,887,309	
			73.6%	1.4%	0.2%	0.7%	1.1%	0.1%	77.2%	-	0.1%	0.1%	1.1%	13.8%	-	7.1%	0.6%	0.1%	22.8%		
				1,762,761			976,910.79														

15-16 cBud		# of																			% of total
Job Class		eHC																			
100	Administrators	69	6,227,669	-	(118,837)	-	15,223	80,976	6,205,032	-	10,967	12,738	90,930	1,101,005	-	364,058	26,867	2,813	1,609,378	7,814,409	10%
200	Prof Instructional	816	37,258,880	864,466	591	459,331	1,119,398	(47,551)	39,655,114	-	66,391	76,206	549,944	6,849,691	-	3,494,207	274,091	28,586	11,339,115	50,994,229	67%
300	Prof Other	33	1,808,025	-	11,325	4,469	9,073	(51,900)	1,780,993	-	3,338	3,881	26,834	334,541	-	184,736	13,306	1,479	568,116	2,349,109	3%
400	Paraprofessionals	290	3,996,280	185,329	8,345	111,173	20,490	-	4,321,617	-	9,026	7,840	56,602	791,271	-	678,335	71,935	7,542	1,622,551	5,944,168	8%
500	Admin Support	83	2,508,171	84,771	39,701	16,528	6,779	-	2,655,950	-	4,485	5,170	37,252	452,539	-	281,433	30,869	3,027	814,775	3,470,725	5%
	Other	128	3,672,416	109,422	90,134	127,690	6,000	-	4,005,662	-	6,414	7,292	62,030	760,367	-	494,676	41,325	4,309	1,376,414	5,382,076	7%
Total		1,419	55,471,442	1,243,987	31,260	719,190	1,176,964	(18,476)	58,624,367	-	100,620	113,127	823,592	10,289,414	-	5,497,444	458,394	47,757	17,330,348	75,954,716	
			73.0%	1.6%	0.0%	0.9%	1.5%	(0.0%)	77.2%	-	0.1%	0.1%	1.1%	13.5%	-	7.2%	0.6%	0.1%	22.8%		
				3,152,926			1,877,678.67														

15-16 cBud avg. per		# of																			# of pos.cds
Job Class		eHC																			
100	Administrators	69	90,256	-	(1,722)	-	221	1,174	89,928	-	159	185	1,318	15,957	-	5,276	389	41	23,324	113,252	81
200	Prof Instructional	816	45,644	1,059	1	563	1,371	(58)	48,579	-	81	93	674	8,391	-	4,281	336	35	13,891	62,470	332
300	Prof Other	33	54,789	-	343	135	275	(1,573)	53,969	-	101	118	813	10,138	-	5,598	403	45	17,216	71,185	37
400	Paraprofessionals	290	13,774	639	29	383	71	-	14,895	-	31	27	195	2,727	-	2,338	248	26	5,592	20,487	211
500	Admin Support	83	30,219	1,021	478	199	82	-	31,999	-	54	62	449	5,452	-	3,391	372	36	9,817	41,816	76
	Other	128	28,682	855	704	997	47	-	31,284	-	50	57	484	5,939	-	3,863	323	34	10,750	42,034	112
Total		1,419	39,079	876	22	507	829	(13)	41,300	-	71	80	580	7,249	-	3,873	323	34	12,209	53,509	849
# eHC / pos. code		1.7	73.0%	1.6%	0.0%	0.9%	1.5%	(0.0%)	77.2%	-	0.1%	0.1%	1.1%	13.5%	-	7.2%	0.6%	0.1%	22.8%		
Extrapolated Dollar Variances			252,460				52.0%		591,649										157,519	1,123,752	

EL PASO COUNTY SCHOOL DISTRICT 49  
District Financial Summary  
Key Financial Categories  
February 29, 2016

2015-16 Fiscal Year  
Percent of year completetd 66.7%  
*Utilities & Supplies*

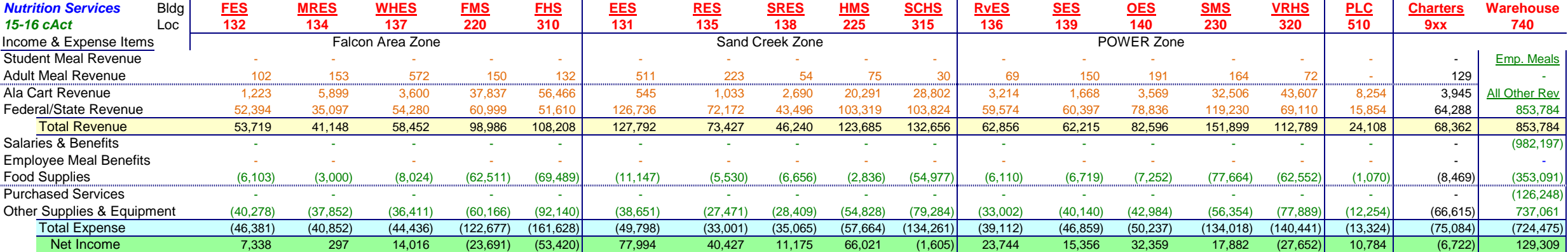


Building / Location ->	<u>FES</u> 132	<u>MRES</u> 134	<u>WHES</u> 137	<u>FMS</u> 220	<u>FHS</u> 310	<u>EES</u> 131	<u>RES</u> 135	<u>SRES</u> 138	<u>HMS</u> 225	<u>SCHS</u> 315	<u>RvES</u> 136	<u>SES</u> 139	<u>OES</u> 140	<u>SMS</u> 230	<u>VRHS</u> 320	<u>PLC</u> 510	Central Office	All Other
	Falcon Area Zone					Sand Creek Zone					POWER Zone							
<b>15-16 cAct</b>																		1,509,990
Object Code																		
0411 Water/Sewage	13,029	16,352	29,426	42,558	68,958	13,940	8,691	13,508	40,827	49,365	17,000	5,894	9,000	23,987	37,526	15,486	12,035	417,582
0421 Disposal Services	3,166	3,766	4,638	7,286	7,852	2,735	3,597	3,562	4,161	10,269	3,562	2,266	3,892	6,874	6,385	3,219	8,984	86,217
0621 Natural Gas	5,204	6,758	7,399	11,048	13,642	6,366	7,236	5,338	7,917	22,616	7,345	7,871	4,902	16,338	16,479	5,615	10,709	162,785
0622 Electricity	22,752	29,774	34,032	67,508	107,753	30,899	32,228	26,626	52,877	110,576	29,105	30,656	30,269	62,909	96,191	29,457	49,794	843,406
0610 Supplies-Instructional	12,892	16,168	28,995	32,963	42,922	22,857	45,110	37,058	26,870	31,758	11,350	15,993	24,088	31,170	36,802	23,669	-	440,663
Supplies-Other	4,936	7,119	11,334	19,005	48,423	9,903	(19,313)	(1,598)	26,109	29,879	15,035	2,255	6,589	14,892	46,510	514	432,781	654,373
0640 Books	628	3,662	246	2,857	6,813	77	25,934	1,628	1,704	10,370	68	-	1,641	9,698	-	3,996	95,745	165,067
0643 Periodicals	-	-	-	2,904	50	-	-	130	946	-	-	-	-	221	-	-	16,807	21,058

15-16 cBud																		2,457,280
Object Code																		
0411 Water/Sewage	13,000	25,100	34,775	51,000	140,000	24,500	15,000	18,000	51,000	86,000	21,000	15,129	1,300	34,514	65,000	30,000	10,886	636,204
0421 Disposal Services	4,150	4,800	4,200	7,200	9,000	3,500	2,256	4,200	4,100	9,200	4,500	3,000	4,400	8,500	7,800	5,400	13,225	99,431
0621 Natural Gas	13,000	17,000	16,000	27,500	45,000	15,000	16,000	15,000	17,000	48,000	15,000	20,000	14,000	32,000	34,000	12,500	20,805	377,805
0622 Electricity	30,550	45,050	48,575	107,100	136,640	44,000	50,602	47,600	70,000	180,000	59,000	54,000	47,000	112,000	144,000	50,000	117,723	1,343,840
0610 Supplies-Instructional	18,154	40,320	36,370	42,875	75,861	42,949	52,453	44,545	47,104	55,319	24,424	29,976	55,280	54,063	69,744	44,689	-	734,125
Supplies-Other	11,284	3,169	18,205	44,917	82,011	15,595	(19,657)	6,927	27,142	47,229	22,003	8,928	7,614	15,629	35,580	6,078	798,624	1,131,276
0640 Books	1,300	19,620	1,300	3,295	9,495	2,900	25,906	1,628	3,475	14,349	200	-	10,200	13,872	-	4,919	138,096	250,555
0643 Periodicals	-	-	225	3,025	50	-	-	-	1,225	-	-	-	140	350	-	250	19,764	25,029

15-16 cAct % of 15-16 cBud																		128,196.36
Object Code																		61.4%
0411 Water/Sewage	100%	65%	85%	83%	49%	57%	58%	75%	80%	57%	81%	39%	692%	69%	58%	52%	111%	65.6%
0421 Disposal Services	76%	78%	110%	101%	87%	78%	159%	85%	101%	112%	79%	76%	88%	81%	82%	60%	68%	86.7%
0621 Natural Gas	40%	40%	46%	40%	30%	42%	45%	36%	47%	47%	49%	39%	35%	51%	48%	45%	51%	43.1%
0622 Electricity	74%	66%	70%	63%	79%	70%	64%	56%	76%	61%	49%	57%	64%	56%	67%	59%	42%	62.8%
0610 Supplies-Instructional	71%	40%	80%	77%	57%	53%	86%	83%	57%	57%	46%	53%	44%	58%	53%	53%	-	60.0%
Supplies-Other	44%	225%	62%	42%	59%	64%	98%	(23%)	96%	63%	68%	25%	87%	95%	131%	8%	54%	57.8%
0640 Books	48%	19%	19%	87%	72%	3%	100%	100%	49%	72%	34%	-	16%	70%	-	81%	69%	65.9%
0643 Periodicals	-	-	-	96%	100%	-	-	no budget	77%	-	-	-	-	63%	-	-	85%	84.1%

2015-16 Fiscal Year  
Percent of year completed 66.7%



Student Meal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Emp. Meals
Adult Meal Revenue	560	1,878	2,268	1,781	2,487	1,613	2,060	1,743	1,411	1,032	1,140	1,290	2,015	4,833	981	560	237	805,021
A la Cart Revenue	2,513	5,977	9,057	103,337	152,888	776	2,065	2,411	37,652	79,616	2,751	2,574	6,067	69,246	103,583	7,041	6,965	All Other Rev
Federal/State Revenue	69,611	50,969	83,235	83,451	71,463	187,560	93,794	69,447	148,476	118,274	91,366	95,050	117,046	174,404	88,616	26,527	96,218	366,208
Total Revenue	72,684	58,824	94,560	188,569	226,838	189,949	97,920	73,601	187,539	198,922	95,257	98,914	125,128	248,483	193,180	34,127	103,420	1,171,229
Salaries & Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(982,197)
Employee Meal Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Supplies	(11,910)	(14,602)	(22,800)	(125,187)	(123,814)	(25,761)	(15,078)	(15,463)	(23,543)	(94,546)	(16,373)	(20,362)	(17,245)	(142,723)	(106,000)	(4,806)	(24,808)	(353,091)
Purchased Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(126,248)
Other Supplies & Equipment	(58,700)	(46,625)	(53,775)	(68,318)	(115,514)	(56,950)	(53,252)	(29,162)	(81,887)	(82,526)	(53,997)	(52,769)	(51,767)	(72,516)	(109,321)	(13,463)	(91,556)	(100,487)
Total Expense	(70,610)	(61,227)	(76,575)	(193,505)	(239,328)	(82,712)	(68,330)	(44,625)	(105,430)	(177,072)	(70,370)	(73,131)	(69,012)	(215,239)	(215,321)	(18,270)	(116,364)	(1,562,024)
Net Income	2,074	(2,403)	17,985	(4,937)	(12,490)	107,237	29,590	28,976	82,109	21,850	24,887	25,783	56,116	33,244	(22,141)	15,858	(12,944)	(390,795)

Income & Expense Items																		
Student Meal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Adult Meal Revenue	18%	8%	25%	8%	5%	32%	11%	3%	5%	3%	6%	12%	9%	3%	7%	-	54%	-
A la Cart Revenue	49%	99%	40%	37%	37%	70%	50%	112%	54%	36%	117%	65%	59%	47%	42%	117%	57%	-
Federal/State Revenue	75%	69%	65%	73%	72%	68%	77%	63%	70%	88%	65%	64%	67%	68%	78%	60%	67%	233%
Total Revenue	74%	70%	62%	52%	48%	67%	75%	63%	66%	67%	66%	63%	66%	61%	58%	71%	66%	73%
Salaries & Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100%
Employee Meal Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Supplies	51%	21%	35%	50%	56%	43%	37%	43%	12%	58%	37%	33%	42%	54%	59%	22%	34%	100%
Purchased Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100%
Other Supplies & Equipment	69%	81%	68%	88%	80%	68%	52%	97%	67%	96%	61%	76%	83%	78%	71%	91%	73%	(733%)
Total Expense	66%	67%	58%	63%	68%	60%	48%	79%	55%	76%	56%	64%	73%	62%	65%	73%	65%	46%
Net Income	354%	(12%)	78%	480%	428%	73%	137%	39%	80%	(7%)	95%	60%	58%	54%	125%	68%	52%	(33%)

EL PASO COUNTY SCHOOL DISTRICT 49  
District Financial Summary  
Key Financial Categories  
February 29, 2016



2015-16 Fiscal Year  
Percent of year completed 66.7%

School Activity Accts Bldg  
15-16 cAct Loc

	FES 132	MRES 134	WHES 137	FMS 220	FHS 310	EES 131	RES 135	SRES 138	HMS 225	SCHS 315	RvES 136	SES 139	OES 140	SMS 230	VRHS 320	PLC 510	SSAE 464	Total
Account Balances	Falcon Area Zone					Sand Creek Zone					POWER Zone					iConnect Zone		
	Criteria = All Funds >					\$13,500					& All funds < (\$1,000)							
- Prog 0015 - 5th grade	770	7,841	2,167	-	-	2,284	789	476	-	-	1,272	103	702	-	-	-	-	16,403
- Prog 0026 - 6th grade	-	-	-	1,844	-	-	-	-	3,978	-	-	-	-	8,996	-	-	-	14,819
- Prog 0027 - 7th grade	-	-	-	1,886	-	-	-	-	2,550	-	-	-	-	9,557	-	-	-	13,993
- Prog 0028 - 8th grade	-	-	-	4,212	-	-	-	-	3,108	-	-	-	-	9,640	-	-	-	16,960
- Prog 0080 - Library	1,657	285	4,984	1,224	2,348	3,160	2,357	4,547	4,542	943	9,766	166	524	2,650	269	-	-	39,421
- Prog 0210 - Art	18	641	2,154	1,092	5,761	284	2	610	332	1,622	698	24	1,379	2,838	793	-	-	18,247
- Prog 0232 - Ceramics	-	-	-	-	-	-	-	-	-	995	-	-	-	-	(1,278)	-	-	(283)
- Prog 0800 - Phys Ed	1,732	846	25	1,807	-	2,752	66	1,140	1,695	-	764	228	615	5,369	-	-	-	17,039
- Prog 0891 - ROTC	-	-	-	-	16,358	-	-	-	-	807	-	-	-	-	-	-	-	17,165
- Prog 1210 - Music	259	537	343	-	21	1,939	357	1,764	-	344	1	49	(14)	-	-	-	-	5,600
- Prog 1241 - Choir	-	3,271	1,990	560	1,259	-	-	1,624	602	2,119	2,924	495	1,708	723	3,146	-	-	20,422
- Prog 1251 - Band	-	1,046	2,022	5,117	417	-	-	-	377	1,500	-	-	-	312	5,639	-	-	16,430
- All Other Academic Funds	4,261	4,849	10,744	7,052	55,800	4,844	2,545	2,985	2,344	37,299	5,398	3,294	5,187	18,026	26,604	860	280	192,371
Total Academic Funds	9,259	20,515	25,488	24,795	81,964	15,254	6,339	13,593	19,528	45,629	22,241	5,365	10,345	58,110	35,173	860	280	394,736
- Athletic Discretionary	-	-	-	2,963	17,852	-	-	-	802	14,115	-	-	-	5,636	4,301	-	-	45,670
- Prog 1817 - Cheer	-	-	-	-	7,930	-	-	-	-	2,882	-	-	-	-	(6,488)	-	-	4,324
- Prog 1844 - Baseball	-	-	-	-	293	-	-	-	-	6,081	-	-	-	-	8,843	-	-	15,217
- Prog 1845 - B Basketball	-	-	-	(1,359)	5,654	-	-	-	(1,101)	8,414	-	-	-	875	11,636	-	-	24,120
- Prog 1850 - Football	-	-	-	2,427	9,981	-	-	-	2,250	14,303	-	-	-	3,120	8,172	-	-	40,254
- Prog 1856 - B Soccer	-	-	-	-	1,528	-	-	-	-	11,287	-	-	-	-	1,586	-	-	14,401
- Prog 1863 - Wrestling	-	-	-	2,404	(4,434)	-	-	-	375	(618)	-	-	-	2,059	(2,530)	-	-	(2,742)
- Prog 1890 - Track	-	-	-	2,751	(801)	-	-	-	25	9,171	-	-	-	2,295	20,071	-	-	33,512
- All Other Athletic Funds	-	-	-	3,683	22,825	-	-	-	(1,245)	34,609	-	-	-	4,125	13,695	-	-	77,692
Total Athletic Funds	-	-	-	12,870	60,829	-	-	-	1,106	100,245	-	-	-	18,111	59,287	-	-	252,447
- Principal's Discretionary	4,242	33,561	55,435	6,043	5,964	8,485	4,070	13,442	8,424	5,562	37,883	22,052	21,545	656	2,008	5,138	4,281	238,790
- Prog 1902 - Parking	-	-	-	-	13,719	-	-	-	-	295	-	-	-	441	7,954	-	-	22,409
- Prog 1903 - Yearbook	311	510	1,409	8,732	623	769	252	557	1,287	5,292	-	-	2,496	5,492	(1,722)	735	1,046	27,788
- Prog 1953 - STUCO	2,691	(720)	466	1,583	14,407	1,550	0	-	-	7,461	322	229	1,353	3,072	13,193	-	1,198	46,804
- Prog 1969 - Boosterthon	-	-	-	-	-	25,489	-	-	-	-	-	-	-	-	-	-	-	25,489
- Prog 2001 - Grant I	26	272	59	3,358	-	4,625	292	1,870	711	37	-	-	1	(0)	133	1,509	-	12,891
- Prog 2003 - Grant	405	-	(1,338)	307	-	-	-	-	-	6	-	130	88	0	-	-	-	(402)
- Prog 2200 - Social Comn	411	21	172	573	95	373	276	-	295	459	-	-	89	195	-	-	-	2,959
- All Other Action Funds	39	1,081	570	3,055	31,958	3,226	548	-	(214)	17,803	3,685	717	5,261	2,448	5,520	(701)	1,711	76,708
Total Action Funds	8,125	34,725	60,515	23,438	66,798	45,806	5,437	15,869	10,640	37,013	41,891	23,649	30,833	12,304	27,086	8,776	8,235	461,139
Total SAA Cash Balances	17,384	55,240	86,003	61,102	209,591	61,060	11,776	29,461	31,273	182,887	64,131	29,014	41,179	88,524	121,546	9,636	8,515	1,108,322
Zone School Subtotal					429,321					316,458					344,394		18,151	
Zone Location Funds					11,739					-					18,297		20	30,055
Total Zone					441,059					316,458					362,690		18,171	1,138,377
Central Administration Funds Held																		91,408
Total Fund 74 Cash																		1,229,786



		15-16 cAct	15-16 cBud	Variance	% of Budget	14-15 cAct
<b>Fund 10: General Fund Program</b>					100%	
<u>Revenue</u>						
3160	State Subsidy	378,047.06	378,047.06	-	100%	339,039.25
2774	Activity Chargebacks	148,953.49	122,900.00	26,053.49	121%	210,058.16
	Misc Revenue	14,756.55	14,756.55	-	100%	14,756.55
	Adjusted Revenue	541,757.10	515,703.61	26,053.49	105%	563,853.96
<u>Expenses</u>						
2710	Transportation Administratior	179,029.31	279,778.00	(100,748.69)	64%	269,654.61
2720	General Transportation	200,103.32	186,900.04	13,203.28	107%	310,763.65
2721	SPED Transportation	765,374.70	1,188,904.56	(423,529.86)	64%	1,053,372.61
2740	Transportation Mechanics	189,718.87	446,887.00	(257,168.13)	42%	359,943.96
2774	Activity Transportation	108,359.79	149,508.40	(41,148.61)	72%	41,622.59
2850	Workman's Comp	30,960.86	-	30,960.86		52,673.13
	All Other Expenses	10,479.11	42,050.00	(31,570.89)	25%	16,901.62
	Gross Expense	1,484,025.96	2,294,028.00	810,002.04	65%	2,104,932.17
<b>Fund 10 Net Revenue / (Expense)</b>		(942,268.86)	(1,778,324.39)	(836,055.53)	53%	(1,541,078.21)
<u>Net Activity Transportation</u>		40,593.70	(26,608.40)	67,202.10	-153%	168,435.57

Fund 25: Fee-for-Service Program

<u>Revenue</u>		-	-			(362,136.36)
(30,264.72)	Free & Reduced Subsidy	-	228,591.61	(228,591.61)	0%	(43,347.64)
-	Other General Fund Subsidy	-	177,179.83	(177,179.83)	0%	43,347.64
3160	State Subsidy	515,214.57	515,214.57	-	100%	465,148.46
2720	FFS Transport Revenue	260,117.00	254,500.00	5,617.00	102%	326,144.00
	Misc Revenue	180.03	-	180.03		724,810.53
	Total Revenue	775,511.60	1,175,486.01	(399,974.41)	66%	1,153,966.63
<u>Expenses</u>						
2720	General Transportation	789,006.01	1,175,486.00	386,479.99	67%	1,130,312.72
2850	Workman's Comp	16,690.31	-	(16,690.31)		23,387.91
	All Other Expenses	80.00	-	(4,202.03)		266.00
	Total Expense	805,776.32	1,175,486.00	369,709.68	69%	1,153,966.63
<b>Fund 25 Net Revenue / (Expense)</b>		(30,264.72)	0.01	30,264.73	#####	-

<b>Transportation Department : Overall</b>		66.7%	percent of year completed			
<b>Spend Across Funds</b>		% of Budget	Full Year Forecast			
		15-16 cAct	15-16 cBud	Variance		14-15 cAct
<u>Revenue</u>						
	Other Subsidy	-	405,771.44	405,771.44	0%	-
2720	FFS Transport Revenue	260,117.00	254,500.00	(5,617.00)	102%	326,144.00
3160	State Subsidy	893,261.63	893,261.63	-	100%	893,261.63
2774	Activity Transportation	148,953.49	122,900.00	(26,053.49)	121%	210,058.16
	Misc Revenue	14,756.55	14,756.55	-		14,756.55
	Adjusted Revenue	1,302,332.12	1,270,661.63	(31,670.49)	102%	1,302,332.12
						1,340,389.87
<u>Expenses</u>						
2710	Transportation Administratior	179,029.31	279,778.00	100,748.69	64%	269,654.61
2720	General Transportation	989,109.33	1,362,386.04	373,276.71	73%	989,109.33
2721	SPED Transportation	765,374.70	1,188,904.56	423,529.86	64%	765,374.70
2740	Transportation Mechanics	189,718.87	446,887.00	257,168.13	42%	189,718.87
2774	Activity Transportation	108,359.79	149,508.40	41,148.61	72%	108,359.79
2850	Workman's Comp	47,651.17	-	(47,651.17)		47,651.17
	All Other Expenses					76,061.04
	Gross Expense	2,279,243.17	3,427,464.00	1,148,220.83	66%	2,279,243.17
						3,241,731.18
<b>Overall Dept Net Revenue / (Expense)</b>		(976,911.05)	(2,156,802.37)	(1,179,891.32)	45%	(976,911.05)
						(1,901,341.31)

Ridership Statistics

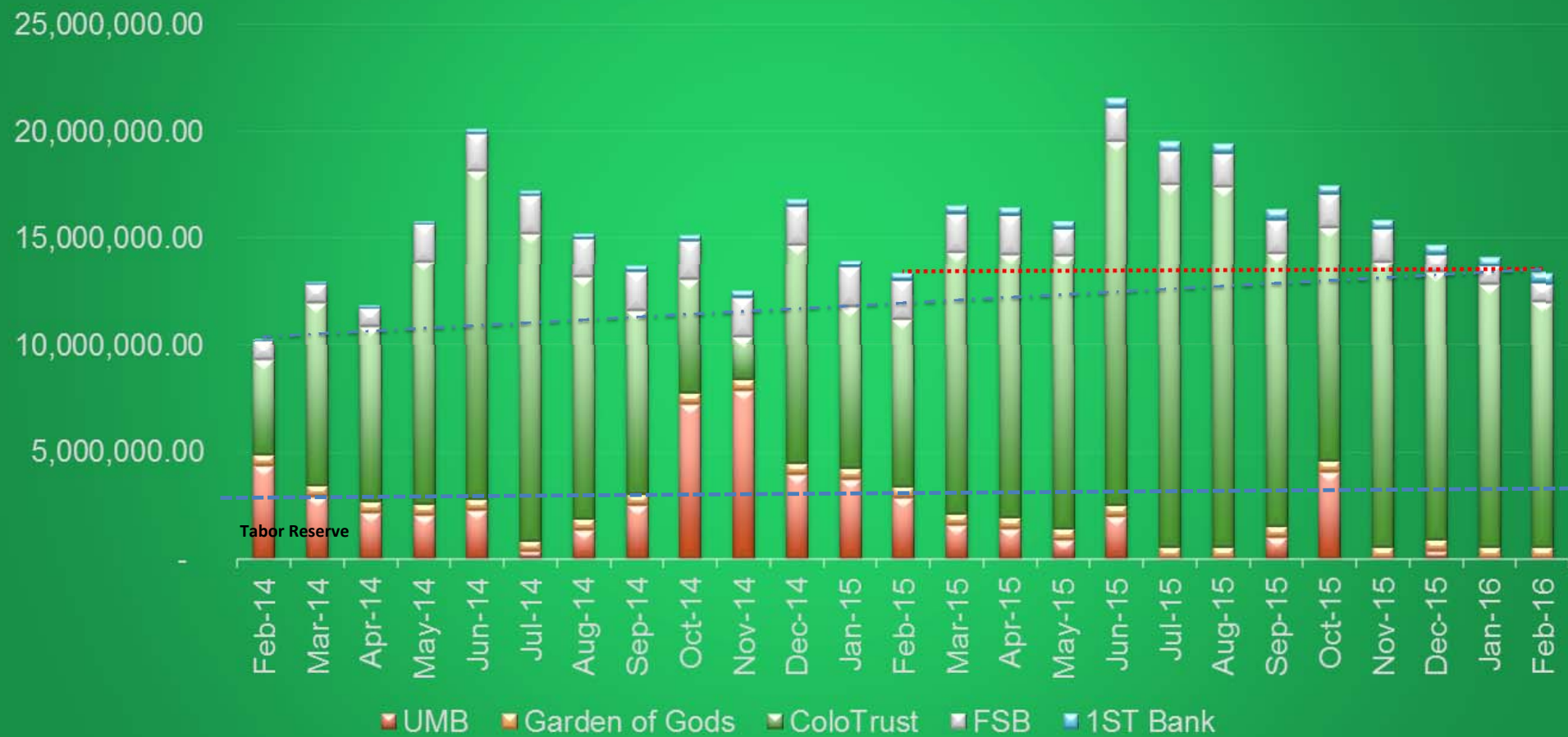
Rides YTI	15-16 cAct Ridership				14-15 cAct Ridership			
	FFS	Free/Reduced	SPED	Total Rides	FFS	F & R	SPED	Total Rides
August	29,030	25,459	4,995	59,484	35,952	27,431	5,345	68,728
Septemb	21,927	25,974	6,354	54,255	37,317	29,123	5,807	72,247
October	22,963	18,988	4,170	46,121	23,006	18,095	4,059	45,160
Novemb	27,490	24,608	4,247	56,345	30,589	24,397	4,398	59,384
Decembe	25,152	22,947	4,029	52,128	29,397	23,642	2,619	55,658
January	35,332	32,036	5,550	72,918	22,590	20,121	3,928	46,639
February	31,072	26,010	4,763	61,845	26,768	29,649	4,925	61,342
March	-	-	-	-	25,316	25,341	4,197	54,854
April	-	-	-	-	29,973	27,218	4,007	61,198
May	-	-	-	-	28,630	17,984	2,896	49,510
Aug-May	192,966	176,022	34,108	403,096	289,538	243,001	42,181	574,720
	47.9%	43.7%	8.5%		50.4%	42.3%	7.3%	
	52.3%	47.7%						
YTD	192,966	176,022	34,108	403,096	205,619	172,458	31,081	409,158
	-6.2%	2.1%	9.7%	-1.5%				

FALCON SCHOOL DISTRICT 49  
INVESTMENT / CASH SUMMARY - ALL FUNDS  
February 29, 2016



	2014-15			2015-16			% Change	Projected (Annualized)	
	EoP Balance	EoP Int	EoP Yield	YTD Bal	YTD Intest	YTD Yield		Interest \$ Var	Rate/ Vol/ Mix
Program Funds (Fund 10, 19, 15)									
Financial Institution									
1st Bank	456,410	1,345	0.41%	484,967	807	0.23%	6.26%	(135.10)	-1 / 0 / 1
COLOTRUST	17,637,987	12,135	0.11%	11,588,175	21,156	0.26%	-34.30%	19,598.88	15 / 1 / 3
Farmer's State Bank	1,555,929	6,648	0.38%	851,213	3,428	0.38%	-45.29%	(1,506.57)	-1 / -2 / 2
Garden of the Gods Bank	513,335	2,753	0.54%	514,432	1,097	0.65%	0.21%	(1,108.29)	0 / -2 / 1
UMB Pooled Cash	2,706,649	-	-	95,751	-	0.00%	-96.46%	-	0 / 0 / 0
Other (Petty Cash & F21 CT)	500	-	-	500	-	0.00%	0.00%	-	0 / 0 / 0
Total Cash & Investments	22,870,811	22,882	0.13%	13,535,037	26,487	0.26%	-40.82%	16,848.93	19 / -2 / 0
Bond & COP Redemption Funds (Fund 31 & 16)									
Financial Institution									
COLOTRUST	6,963,176	14,460	0.13%	4,776,421	11,005	0.25%	(31.40%)	2,046.76	14 / -8 / -5
Bank of New York	15,346,756	(3,390)	(0.03%)	580,630	(3,508)	(0.08%)	(96.22%)	(1,871.38)	-7 / 1 / 4
UMB Pooled Cash	818,921	-	-	2,672	-	-	(99.67%)	-	0 / 0 / 0
Other	-	-	-	-	-	-	-	-	0 / 0 / 0
Total Cash & Investments	23,128,853	11,070	0.04%	5,359,723	7,497	0.09%	(76.83%)	175.39	9 / -6 / -3
Insurance Reserve & Transaction Funds (Fund 18 & 64)									
Financial Institution									
COLOTRUST	350,651	1,310	0.17%	1,430,560	2,493	0.29%	307.97%	2,429.65	0 / 0 / 2
Citibank	327,981	-	-	385,696	-	-	17.60%	-	0 / 0 / 0
UMB Pooled Cash	950,019	-	-	442,239	-	-	(53.45%)	-	0 / 0 / 0
Other	-	-	-	-	-	-	-	-	0 / 0 / 0
Total Cash & Investments	1,628,650	1,310	0.13%	2,258,495	2,493	0.20%	38.67%	2,429.65	0 / 1 / 1
All Other Funds (Fund 21, 22, 25, 26, 43, 73, 74 )									
Financial Institution/Purpose									
1st Bank (Kid's Zone)	1,398	-	-	35,298	-	-	2,425.69%	-	0 / 0 / 0
1st Bank (Fees)	140,059	-	-	68,773	-	-	(50.90%)	-	0 / 0 / 0
Deposits in Process (Fees)	-	-	-	-	-	-	-	-	0 / 0 / 0
Farmer's State Bank (NutrSvc)	920,325	9,310	0.55%	831,868	5,986	1.03%	(9.61%)	(332)	8 / -5 / -4
Deposits in Process (NutrSvc)	-	-	-	24,453	-	-	-	-	0 / 0 / 0
Farmer's State Bank (Trans)	1,699	538	0.17%	124,813	180	0.20%	7,244.28%	(268)	0 / -1 / 1
Deposits in Process (Trans)	694	-	-	480	-	-	(30.84%)	-	0 / 0 / 0
COLOTRUST	172,427	-	-	172,427	-	-	-	-	0 / 0 / 0
Activity Accts (CT)	628,329	781	0.12%	629,477	1,148	0.27%	0.18%	941	0 / 0 / 1
Activity Accts (UMB & FSB)	86,910	-	-	131,010	-	-	50.74%	-	0 / 0 / 0
Other UMB Pooled Cash	1,319,057	-	-	281,043	-	-	(78.69%)	-	0 / 0 / 0
Other (Cash Drawers & F43 CT)	21,614	24	0.06%	36,399	15	0.01%	68.41%	(2)	-1 / 0 / 1
Total Cash & Investments	3,292,512	10,654	0.00%	2,336,041	7,329	0.36%	(29.05%)	339	-1 / 0 / 1
Total Cash & Investments by Institution									
1st Bank	597,867	1,345	0.18%	589,037	807	0.21%	(1.48%)	(135)	-1 / 0 / 1
COLOTRUST	25,752,570	27,906	0.12%	18,597,060	34,654	0.28%	(27.79%)	24,075	31 / -4 / -3
Bank of New York	15,346,756	(3,390)	(0.03%)	580,630	(3,508)	(0.91%)	(96.22%)	(1,871)	-7 / 1 / 4
Farmer's State Bank	2,477,953	15,959	0.43%	1,807,894	9,414	0.78%	(27.04%)	(1,838)	6 / -6 / -1
Garden of the Gods Bank	513,335	2,753	0.54%	514,432	1,097	0.32%	0.21%	(1,108)	0 / -2 / 1
Citibank	327,981	-	-	385,696	-	-	17.60%	-	0 / 0 / 0
UMB	5,881,556	-	-	952,714	-	-	(83.80%)	-	0 / 0 / 0
Other (Petty Cash, DiP)	22,808	24	0.02%	61,832	15	0.04%	171.10%	(2)	-1 / -1 / 2
Total Cash & Investments	50,920,825	44,597	0.10%	23,489,295	42,478	0.27%	(53.87%)	19,120	39 / -11 / -9

## General Fund Cash Balance Trend by Bank Account



EL PASO COUNTY SCHOOL DISTRICT 49  
Capital Projects Financial Summary  
February 29, 2016



Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
	<b>Capital Reserve-Funded Projects</b>								
DW	<b>Contingency (2015-2016 Funded Projects)</b>	6-15-800-00-9000-0840-000-0000	\$ 100,658.77	30,746.68				30,746.68	
	<b>Total of Original Budgeted Capital Projects</b>		<b>3,492,000.00</b>	<b>\$3,010,742.22</b>		<b>\$ 150,224.04</b>	<b>\$ 1,773,906.40</b>	<b>\$ 1,086,611.78</b>	
<b>Additional Projects &amp; Spends Identified as Necessary &amp; Subsequently Pursued - 2015-2016</b>									
	<b>Total of Additional Projects</b>		\$ -	\$ 247,991.59		\$ -	\$ 7,938.59	\$ 240,053.00	
	<b>Total of Approved and Additional Projects</b>		<b>\$ 3,492,000.00</b>	<b>\$3,258,733.81</b>		<b>\$ 150,224.04</b>	<b>\$ 1,781,844.99</b>	<b>\$ 1,326,664.78</b>	
<b>Completion of Prior Year Capital Projects (Funds carried over from 2014-2015)</b>									
	<b>Total of LY Carryforward Projects</b>		\$ 8,000.00	\$1,300,109.54		\$ 166,941.98	\$ 1,149,923.09	\$ (16,755.53)	
	<b>Total of Approved, Additional, &amp; Rolled Projects</b>		<b>\$ 3,500,000.00</b>	<b>\$4,558,843.35</b>		<b>\$ 317,166.02</b>	<b>\$ 2,931,768.08</b>	<b>\$ 2,396,521.03</b>	
<b>FCBC Funded Projects for 2015-2016</b>									
	<b>Total of FCBC Funded Projects</b>		\$ -	233,443.77		38,270.38	296,131.27	-96,457.88	
	<b>Total of Fund 15</b>		<b>\$ 3,500,000.00</b>	<b>\$4,792,287.12</b>		<b>\$ 355,436.40</b>	<b>\$ 3,227,899.35</b>	<b>\$ 1,213,451.37</b>	
<b>MLO-Op Money Projects (Safety &amp; Security related)</b>									
	<b>Total of MLO-Op Funded Projects (District-Wide Group Decision)</b>		<b>\$ 309,200.00</b>	<b>\$ 309,200.00</b>		<b>\$ -</b>	<b>\$ 56,186.65</b>	<b>\$ 253,013.35</b>	
	<b>Grand Total of All Capital/MLO Projects</b>		<b>\$ 3,809,200.00</b>	<b>\$5,101,487.12</b>		<b>\$ 355,436.40</b>	<b>\$ 3,284,086.00</b>	<b>\$ 1,466,464.72</b>	

EL PASO COUNTY SCHOOL DISTRICT 49  
Capital Projects Financial Summary  
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Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
	<b>Capital Reserve-Funded Projects</b>								
DW	<b>Contingency (2015-2016 Funded Projects)</b>	6-15-800-00-9000-0840-000-0000	\$ 100,658.77	30,746.68				30,746.68	
DW	Repair & Maintenance of Modulares	6-15-800-26-2623-0430-903-0000	\$ 100,000.00	100,000.00				16,433.81	For Needs pertaining to safety of modulares or repairs such as roofing
		Rolled Funds from 2014-2015		13,915.77					Will replace Modular Roofs @ RVES
					77890		\$ 81.63		Will replace Carpet @ Various Sites
					77883		\$ 297.00		
					77831		\$ 76.15		
					77932		\$ 1,482.81		
					78183		\$ 4,069.91		
					78180		\$ 6,659.00		
					78176		\$ 275.00		
					78156	\$ -	\$ 4,611.00		
					78547		\$ 293.00		
					78050	\$ -	\$ 683.00		
					78468		\$ 1,602.50		
					78354		\$ 7,780.00		
					77571	\$ -	\$ 13,739.00		
					77485	\$ 3,310.00	\$ 880.00		
					77442	\$ 5,355.00	\$ 6,227.00		
					77442	\$ (5,355.00)			
					77055	\$ 2,760.00			
					75005	\$ 4,884.68	\$ 1,038.00		
					75005	\$ (4,387.00)			
					PC		\$ 610.96		
					77545		\$ 3,125.00		
					77721		\$ 3,830.00		
					77743		\$ 8,603.00		
					78824		\$ 270.00		
					78973		\$ 4,733.25		

**EL PASO COUNTY SCHOOL DISTRICT 49**  
**Capital Projects Financial Summary**  
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Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
					78968		\$ 553.50		
					79610		\$ 2,429.57		
					79894		\$ 1,100.00		
					79896	\$ 3,966.00			
					80145	\$ 11,898.00			
DW	Repair Cracks in District Parking Lots	6-15-800-26-2630-0430-904-0000	\$ 100,000.00	100,000.00				100,000.00	C.J. will get w/Jim re: what sites
DW	Repair & Maintenance of Concrete	6-15-800-26-2630-0430-905-0000	\$ 75,000.00	75,000.00				57,078.04	In process of various projects
					78351	\$ -	\$ 5,863.00		Jim mentioned that this needs to be RFP'd to determine best price
					78806		\$ 1,058.96		
					78966		\$ 1,701.00		
					79839	\$ -	\$ 3,407.00		
					80141	\$ 1,786.00			
					80142	\$ 1,696.00			
					80143	\$ 2,410.00			
DW	Electrical relays for 25 classrooms - high schools only	6-15-800-26-2625-0430-906-0000	\$ 25,000.00	25,000.00				25,000.00	The amount will only cover a couple of schools.
EES	Remodel Evans Kitchen	6-15-131-46-4600-0723-939-0000	\$ 200,000.00	200,000.00				197,484.53	Lou Galetta is the architect.
					79671	\$ 1,875.00	\$ 625.00		
					PC		\$ 15.47		
FIN	Novatime - Upgrade Time Clocks	6-15-800-46-4600-0450-912-0000	\$ 75,400.00	105,392.00				0.00	Per Timo - hold off and do not proceed yet. Finance is the test pilot. Need to determine if anything needs to be done due to static
					77535	\$ -	\$ 71,400.00		
					PC		\$ 33,992.00		
FMS	Fire alarm panel upgrades	6-15-220-26-2670-0430-913-0000	\$ 35,000.00	35,000.00				13,291.30	Bruce is waiting on final
					78401	\$ -	\$ 11,335.00		
					78972	\$ -	\$ 3,062.00		
					79638		\$ 2,363.70		
					79624		\$ 4,948.00		

**EL PASO COUNTY SCHOOL DISTRICT 49**  
**Capital Projects Financial Summary**  
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Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
FMS	Stadium Drainage System	6-15-220-26-2630-0710-914-0000	\$ 175,000.00	175,000.00				175,000.00	C.J. will work with Jim
HMS	Replace Roof - 25 years old	6-15-225-26-2623-0723-916-0000	\$ 600,000.00	475,000.00				474,515.00	Awarded to Central States
					77598	\$ -	\$ 485.00		
IT AP's	IT Access Points - High Schools Only	6-15-800-28-2844-0432-917-0000	\$ 208,000.00	208,000.00				(194,769.32)	E-rate has been approved. John mentioned there will be more purchases due to the increase of monies.
					PC		\$ 80,000.00		
					PC		\$ 124,800.00		
					PC		\$ 369.32		
					Exp. Trans		\$ (800.00)		
					Exp. Trans		\$ (800.00)		
					79308		\$ 3,200.00		
					79803	\$ -	\$ 196,000.00		
Lease	SCHS/SES/WHES- Principal		\$ 94,701.00	94,701.00				94,701.00	
Lease	SCHS/SES/WHES- Interest		\$ 5,255.90	5,255.90				5,255.90	
Lease	CO Equipment Lease - Principal	6-15-600-51-5100-0913-000-0000	\$ 165,877.09	165,877.09		\$ 94,701.00	\$ 165,877.09	(94,701.00)	
Lease	CO Equipment Lease - Interest	6-15-600-51-5100-0833-000-0000	\$ 8,418.10	8,418.10	78754	\$ 5,255.91	\$ 8,418.10	(5,255.91)	
Lease	FVA Lease - Principal	6-15-464-49-4900-0913-000-0000	\$ 74,505.62	74,505.62			\$ 49,034.53	25,471.09	
Lease	FVA Lease - Interest	6-15-464-49-4900-0833-000-0000	\$ 63,468.10	63,468.10			\$ 42,959.95	20,508.15	
Lease	Creekside Interest	6-15-540-41-4100-0913-940-0000	\$ 172,258.18	172,258.18			\$ 114,256.94	58,001.24	
Lease	Creekside Principal	6-15-540-41-4100-0833-940-0000	\$ 133,584.04	133,584.04			\$ 89,637.86	43,946.18	
Lease	Andrews Technology	6-15-800-46-4600-0450-000-0000	\$ 26,228.80	12,648.00				0.00	
					77536		\$ 12,648.00		
FLC	Gravel Basketball Court/West Culvert Install	6-15-510-26-2630-0430-921-0000	\$ 10,000.00	10,000.00				10,000.00	Jim has received bids and will be reviewing with C.J.
SES	Replace carpet in the second grade wing (5 classrooms) and music room	6-15-139-26-2623-0430-927-0000	\$ 75,000.00	50,000.00				10,457.00	Carpet was installed in Pod. Entry way will be done over Spring Break as Principal just selected color. Contract will increase to \$40,000.00 as we are adding entry way.
					78055	\$ -	\$ 23,340.00		

**EL PASO COUNTY SCHOOL DISTRICT 49**  
**Capital Projects Financial Summary**  
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Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
					PC	\$ -	\$ 152.00		
					78975	\$ 16,051.00			
SES	Replace gravel on North Playground with rubber mulch	6-15-139-42-4200-0430-928-0000	\$ 100,000.00	0.00				0.00	Already included under - SES- Playground Surface-Artificial Turf
TRANS	Additional LED indicator lights to block heater system	6-15-720-26-2625-0490-933-0000	\$ 9,500.00	9,753.70				0.00	Work has been scheduled
					77713	\$ -	\$ 8,650.00		
					79845	\$ -	\$ 1,103.70		
FLC	Replace Bridge with Culverts	6-15-510-26-2630-0430-922-0000	\$ 20,000.00	20,000.00				12,908.46	<b>Complete</b>
					79149	\$ -	\$ 4,002.80		
					PC		\$ 2,696.05		
					79631		\$ 392.69		
FAC	Facilities Trailer for equip transfer	6-15-710-26-2650-0730-908-0000	\$ 10,000.00	10,000.00				3,147.21	<b>Complete</b>
					77696	\$ -	\$ 6,159.00		
					PC		\$ 693.79		
FAC/GR	Truck Replacement to include snowplows and sanders	6-15-710-26-2650-0730-911-0000	\$ 60,000.00	60,000.00				7,392.42	<b>Complete</b>
					77670	\$ -	\$ 40,402.00		
					77800	\$ -	\$ 10,523.00		
					PC		\$ 1,682.58		
IT-FHS	Upgrade "Edge" Switch to 802.3at - HP 5412Rzl2 Switch Compliance w/ 10GbE connectivity	6-15-310-28-2844-0432-918-0000	\$ 55,000.00	22,315.67				(0.00)	<b>Complete</b>
					PC		\$ 6,868.33		
					PC		\$ 13,114.00		
					79496	\$ -	\$ 2,333.34		
IT-SCHS	Upgrade "Edge" Switch to 802.3at - HP 5412Rzl2 Switch Compliance w/ 10GbE connectivity	6-15-315-28-2844-0432-919-0000	\$ 55,000.00	22,315.66				0.00	<b>Complete</b>
					PC		\$ 6,868.33		
					PC		\$ 13,114.00		
					79496	\$ -	\$ 2,333.33		

**EL PASO COUNTY SCHOOL DISTRICT 49**  
**Capital Projects Financial Summary**  
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Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
IT-VRHS	Upgrade "Edge" Switch to 802.3at - HP 5412Rzl2 Switch Compliance w/ 10GbE connectivity	6-15-320-28-2844-0432-920-0000	\$ 55,000.00	22,315.67				(0.00)	Complete
					PC		\$ 6,868.34		
					PC		\$ 13,114.00		
					79496	\$ -	\$ 2,333.33		
FAC/GR	Turf Field Groomer	6-15-710-26-2650-0730-909-0000	\$ 5,000.00	4,997.99				0.00	Complete
					77619	\$ -	\$ 4,990.00		
					PC		\$ 7.99		
FAC/GR	Skid Loader with Tracks	6-15-710-26-2650-0730-910-0000	\$ 70,000.00	42,882.00				0.00	Complete
					77613	\$ -	\$ 42,882.00		
HMS	Gym Lighting upgrade	6-15-225-26-2625-0490-915-0000	\$ 25,000.00						Completed in Gym Remodel - Moved monies to HMS Gym Remodel Project
EES	Stairway for back of pod	6-15-131-26-2623-0610-907-0000	\$ 25,000.00	7,763.00				0.00	Complete
					78807	\$ -	\$ 7,763.00		
FAC	Mini 19' lift	6-15-710-26-2650-0730-945-0000	\$ 20,000.00	19,885.84				0.00	Complete
					77846	\$ -	\$ 19,272.00		
					79372		\$ 613.84		
FHEP	Classroom Remodel - Added in as a Priority 1	6-15-525-41-4100-0723-940-0000	\$ 5,000.00	501.72				0.00	Complete
					PC		\$ 501.72		
FLC	Stadium Bleachers	6-15-510-46-4600-0723-923-0000	\$ 20,000.00	5,618.39				0.00	Complete
					78036		\$ 3,575.00		
					PC		\$ 2,043.39		
TRANS	Bus Replacement - Totaled Buses	6-15-720-27-2790-0732-930-0000	\$ 203,582.20	203,582.20				(6,417.80)	Complete
					77445	\$ -	\$ 210,000.00		
TRANS	Bus Replacement Plan	6-15-720-27-2790-0732-931-0000	\$ 203,582.20	203,582.20				6,417.80	Complete
					77445	\$ -	\$ 197,164.40		
TRANS	Upgrade Zonar GPS units in each GPS equipped district vehicle	6-15-720-27-2750-0490-932-0000	\$ 26,980.00	21,457.70				0.00	Complete
					79106	\$ 4,017.45	\$ 17,440.25		
	<b>Total of Original Budgeted Capital Projects</b>		<b>3,492,000.00</b>	<b>\$3,010,742.22</b>		<b>\$ 150,224.04</b>	<b>\$ 1,773,906.40</b>	<b>\$ 1,086,611.78</b>	

**EL PASO COUNTY SCHOOL DISTRICT 49**  
**Capital Projects Financial Summary**  
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Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
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<b>Additional Projects &amp; Spends Identified as Necessary &amp; Subsequently Pursued - 2015-2016</b>									
SSAE - (FVA)	Filling in Dock Area due to drainage	6-15-464-46-4600-0721-945-0000		10,000.00				10,000.00	All bids came in above \$10,000. Need to determine how to proceed.
CO	Central Enrollment - Building Rent (1) Month	6-15-639-49-4900-0720-000-0000		3,435.22			\$ 3,435.22	0.00	
DW	Software - Content Filter	6-15-800-46-4600-0734-946-0000		105,053.00				105,053.00	IT still determing what filter to purchase
HMS	HMS - Panther Den Outfitting (Remaining 8 Classrooms & Possibly Bldg. B)	6-15-225-26-2623-0723-947-0000		125,000.00				125,000.00	Will need to change scope of work in order to stay within budget - Jack has an estimate of \$179,000 with \$26,000 going to recarpet
FLC	Woodshop Retrofit	6-15-510-46-4600-0723-948-0000		4,503.37				(0.00)	Waiting on dust collection
					PC		\$ 1,487.73		
					79081		\$ 718.24		
					79353		\$ 273.95		
					79347		\$ 13.45		
					79835		\$ 2,010.00		
	<b>Total of Additional Projects</b>		\$ -	\$ 247,991.59		\$ -	\$ 7,938.59	\$ 240,053.00	
	<b>Total of Approved and Additional Projects</b>		\$ 3,492,000.00	\$3,258,733.81		\$ 150,224.04	\$ 1,781,844.99	\$ 1,326,664.78	

<b>Completion of Prior Year Capital Projects (Funds carried over from 2014-2015)</b>									
FAC	Kubota Native Mower	6-15-710-26-2630-0739-909-0000		22,452.00				22,452.00	Monies rec'd from Kubota for return of Mower
EES	EES – Upgrade Bell System	6-15-131-26-2623-0530-908-0000	\$ -	31,231.38				0.00	Finalizing
					79004	\$ -	\$ 29,872.00		
					PC	\$ -	\$ 69.80		
					80040		\$ 1,289.58		

EL PASO COUNTY SCHOOL DISTRICT 49  
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Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
FMS	Replace entire roof at FMS	6-15-220-26-2623-0723-921-0000		43,757.20				0.00	Retainage - Jim will get with them to discuss 15 year warranty and D49 keeping retainage.
					70922	\$ 43,757.20			
HMS	HMS Gym Remodel	6-15-225-46-4600-0723-938-0000	\$ -	453,643.97				(0.00)	Curtains still need to be completed - approximately \$4500.00
				25,000.00					From HMS Gym Lighting Retrofit
					77615	\$ -	\$ 6,431.00		
					76650	\$ 6,897.00			
					76839	\$ -	\$ 36,672.58		
					76839	\$ -			
					76807	\$ -	\$ 333,962.33		
					77287	\$ 6,900.00			
					77503	\$ 6,794.76	\$ 9,914.24		
					PC		\$ 52,099.20		
					77168		\$ 197.00		
					78183		\$ 1,011.50		
					78211	\$ -	\$ 240.00		
					78551		\$ 321.00		
					78531		\$ 1,675.00		
					78703	\$ 3,165.36	\$ 97.50		
					78819		\$ 10,015.50		
					79093	\$ -	\$ 2,250.00		
HMS	RMCA Modular Refurbishment	6-15-225-41-4100-0723-939-0000	\$ -	301,145.44				(0.00)	CLOSED - Need to close and reopen a new account for phase II
					77578	\$ -	\$ 4,242.15		
					77551	\$ -	\$ 21,357.00		
					77550	\$ -	\$ 37,159.00		
					77176	\$ -	\$ 7,045.00		
					77512	\$ -	\$ 4,210.00		
					77665		\$ 2,456.00		
					77720		\$ 24.72		

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Capital Projects Financial Summary  
February 29, 2016



Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
					77724		\$ 2,938.50		
					77574		\$ 8,385.00		
					78013	\$ -	\$ 19,314.00		
					77921		\$ 850.00		
					78049		\$ 5,850.00		
					78051		\$ 357.00		
					77835		\$ 241.75		
					PC		\$ 38,118.88		
					78161	\$ -	\$ 3,833.00		
					78171		\$ 580.00		
					78370		\$ 3,988.00		
					78695	\$ -	\$ 3,122.00		
					78529	\$ -	\$ 25,035.00		
					78797		\$ 200.00		
					78799	\$ 1,417.40	\$ 63,638.60		
					71950		\$ 450.00		
					79314	\$ -	\$ 8,884.44		
					79747	\$ 28,707.00	\$ -		
					79705	\$ 5,665.00	\$ -		
					79667	\$ -	\$ 1,080.00		
					80041	\$ -	\$ 1,996.00		
FLC	PLC – Sewer System	6-15-510-26-2623-0760-920-0000	\$ -	15,000.00				15,000.00	Jim has bids and they came under budget.
FLC	Refurbish electrical, lighting, plumbing in old locker room and storage areas. Install cubbies for gym lockerroom area	6-15-510-46-4600-0450-921-0000		20,000.00				18,618.00	Emergency lighting has been completed.
					79350		\$ 1,382.00		
CSSC	Creek Side Success Center	6-15-540-41-4100-0710-941-0000		291,171.11				0.00	Need a man dolly for \$1800.00?
	Rent from PPCC - (\$16,226.91 X 6 mo. = \$97,361.46)			-97,361.46					Code Issues with Sprinklers
				97,361.46					Electrical Issues undetermined
					76649	\$ -	\$ 21,460.00		
					76662	\$ 1,685.00			
					77466	\$ 45.00			Closing Purchase Order

EL PASO COUNTY SCHOOL DISTRICT 49  
Capital Projects Financial Summary  
February 29, 2016



Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
					77547	\$ -	\$ 8,873.00		
					77573	\$ 31.90			
					77577	\$ 714.12	\$ 285.88		
					77577		\$ (50.90)		Paint Credit
					77637	\$ 886.50			
					77641	\$ -	\$ 5,296.00		
					77669	\$ -	\$ 3,881.40		
					77677	\$ -	\$ 34,463.00		
					77720		\$ 83.00		
					77831		\$ 367.39		
					77879		\$ 182.00		
					77882		\$ 4,365.83		
					77883		\$ 12,554.00		
					77885		\$ 935.00		
					77890		\$ 275.68		
					77912		\$ 582.56		
					78087	\$ 2,320.02			
					78106		\$ 2,339.75		
					78137		\$ 4.75		
					78141		\$ 43.48		
					78142		\$ 22.63		
					78168		\$ 57.86		
					78171	\$ 9,651.00	\$ 2,395.00		
					78173		\$ 177.00		
					78522		\$ 250.00		Expense Transer to RES
					78527		\$ 863.36		
					78528		\$ 10,080.00		
					78534		\$ 73.75		
					78540		\$ 29.60		
					78542		\$ 59.00		
					78548		\$ 84.50		
					Direct Pay		\$ 10,000.00		
					78815	\$ 7,451.00	\$ 7,451.00		

EL PASO COUNTY SCHOOL DISTRICT 49  
Capital Projects Financial Summary  
February 29, 2016



Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
					78816	\$ 9,000.07	\$ 9,000.07		
					78817		\$ 67.50		
					78960	\$ -	\$ 3,360.00		
					78828	\$ -	\$ 2,214.00		
					PC		\$ 89,168.45		
					79014	\$ -	\$ 4,217.00		
					79084		\$ 280.00		
					79163	\$ -	\$ 1,125.00		
					Refund		\$ (2,896.50)		Refund from Advanced Alarm
					79349		\$ 110.00		
					79350		\$ 1,002.50		
					79588	\$ -	\$ 279.96		
					79620	\$ -	\$ 12,600.00		
					79633	\$ -	\$ 4,858.00		
					79692	\$ -	\$ 2,350.00		
					79834		\$ 2,265.00		
					79907		\$ 1,900.00		
CSSC	CSSC -Utilities					\$ 31,853.65	\$ 18,519.88	(50,373.53)	Needs to be moved to fund 10
PT	PT - Consulting Services	6-15-540-26-2624-0339-000-0000		0.00				0.00	Monies moved to contingency
SCHS	Install Netting to Eliminate Pigeons near Wood Shop Area	6-15-315-26-2623-0610-927-0000		900.00				0.00	Complete
					PC		\$ 900.00		
CO	CO-Springs Ranch Church Lease	6-15-600-50-5000-0919-000-0000		0.00				0.00	
DW	Repair & Maintainance of Modulares	6-15-800-26-2623-0430-907-0000		0.00			\$ -	0.00	Complete
PT	Creekside Audiology Booth	6-15-540-41-4100-0710-942-0000		9,178.78	78808	\$ -	\$ 8,771.00	0.00	Complete
					PC		\$ 407.78		
DW	Repair Cracks in District Parking Lots	6-15-800-26-2630-0430-904-0000		101,755.39	77290	\$ -	\$ 101,755.39	0.00	Complete
FHS	Drainage Ditch Repair	6-15-310-26-2630-0710-943-0000	\$ 8,000.00	7,326.27				0.00	Complete
		Rolled Funds		0.00					
					PC		\$ 7,326.27		
	<b>Total of LY Carryforward Projects</b>		<b>\$ 8,000.00</b>	<b>\$1,300,109.54</b>		<b>\$ 166,941.98</b>	<b>\$ 1,149,923.09</b>	<b>\$ (16,755.53)</b>	
	<b>Total of Approved, Additional, &amp; Rolled Projects</b>		<b>\$ 3,500,000.00</b>	<b>\$4,558,843.35</b>		<b>\$ 317,166.02</b>	<b>\$ 2,931,768.08</b>	<b>\$ 2,396,521.03</b>	

**EL PASO COUNTY SCHOOL DISTRICT 49**  
**Capital Projects Financial Summary**  
**February 29, 2016**



Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
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<b>FCBC Funded Projects for 2015-2016</b>									
FHS	Replace Tennis Courts including the remodel of poured in place surfacing, down to the asphalt - Need core samples to determine base	6-15-310-46-4600-0723-942-0000		0.00					FCBC has agreed to use \$65,000 that was originally for the tennis courts, for the HMS Panther Den Remodel.
HMS	Panther Den Remodel - Phase II	6-15-225-41-4100-0723-936-0000						(49,448.88)	Brett requested FCBC to cover \$115,000.
					80024	\$ 11,181.50	\$ 11,178.50		
					80149	\$ 2,810.00			
					80138	\$ 21,790.88			
					80096	\$ 2,488.00			
FMS	Replace Gym Bleachers	6-15-220-46-4600-0730-941-0000		0.00				(41,509.00)	Invoiced FCBC on 3/4/16
					79581		\$ 41,509.00		
NUT	Box Truck for Deliveries District-Wide	6-15-740-26-2650-0732-940-0000		0.00				0.00	Waiting on wrap with Logo
					77676	\$ -	\$ 39,103.00		
	Monies rec'd from FCBC January 2016	6-15-800-00-0000-1990-000-0000		39,103.00					
RVES	Playground Surface - Artificial Turf	6-15-136-42-4200-0722-944-0000		0.00				(5,000.00)	Released retainage and invoiced FCBC on 3/4/16
					77926	\$ -	\$ 166,368.00		
	Monies rec'd from FCBC January 2016	6-15-800-00-0000-1990-000-0000		161,368.00					
SES	Playground Surface - Artificial Turf	6-15-139-42-4200-0722-945-0000		0.00				(5,000.00)	Released retainage and invoiced FCBC on 3/4/16
					77926	\$ -	\$ 33,472.77		
	Monies rec'd from FCBC January 2016	6-15-800-00-0000-1990-000-0000		28,472.77					
SVMS	Scoreboard for Gym	6-15-230-42-4200-0730-939-0000		0.00				0.00	Complete
					77672	\$ -	\$ 4,500.00		
	Monies rec'd from FCBC January 2016	6-15-800-00-0000-1990-000-0000		4,500.00					
HMS	Scoreboard for Gym	6-15-225-42-4200-0730-938-0000		0.00				4,500.00	Complete - Need to reimburse school as they paid for the scoreboard out of their funds
	Monies rec'd from FCBC January 2016	6-15-800-00-0000-1990-000-0000		4,500.00					

EL PASO COUNTY SCHOOL DISTRICT 49  
 Capital Projects Financial Summary  
 February 29, 2016



Location	Description	Account Number	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2014-2015	Purchase Order	Encumbered	Paid	Available Balance	Comments
					77615	\$ -			
RVES	Artificial Turf	6-15-136-42-4200-0722-943-0000		0.00					Moved \$30,000 to RVES Playground Surface Project
	<b>Total of FCBC Funded Projects</b>		\$ -	<b>233,443.77</b>		<b>38,270.38</b>	<b>296,131.27</b>	<b>-96,457.88</b>	
	<b>Total of Fund 15</b>		<b>\$ 3,500,000.00</b>	<b>\$4,792,287.12</b>		<b>\$ 355,436.40</b>	<b>\$ 3,227,899.35</b>	<b>\$ 1,213,451.37</b>	
<b>MLO-Op Money Projects (Safety &amp; Security related)</b>									
DW	Door Lock Project	6-16-800-26-2661-0490-905-0104	\$ 265,000.00	265,000.00				252,942.21	Dave Watson to conduct drills. Need to RFP for labor.
					79589		\$ 12,057.79		
Security	Swat Signage for all Elementary Schools	6-16-800-26-2661-0490-946-0104	\$ 10,000.00	10,000.00				35.14	Complete - charges will come thru in December
					79371		\$ 9,964.86		
Trans	Phase 1-video surveillance for route buses	6-16-720-27-2750-0490-947-0104	\$ 34,200.00	34,200.00				36.00	Need an update from Gene.
					79241		\$ 34,164.00		
	<b>Total of MLO-Op Funded Projects (District-Wide Group Decision)</b>		<b>\$ 309,200.00</b>	<b>\$ 309,200.00</b>		<b>\$ -</b>	<b>\$ 56,186.65</b>	<b>\$ 253,013.35</b>	
	<b>Grand Total of All Capital/MLO Projects</b>		<b>\$ 3,809,200.00</b>	<b>\$5,101,487.12</b>		<b>\$ 355,436.40</b>	<b>\$ 3,284,086.00</b>	<b>\$ 1,466,464.72</b>	

**El Paso County School District 49**  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



As a result of the successful passage of Ballot Question 3A on November 4, 2014, District 49 was authorized to use monies collected with the Mill Levy Override originally authorized in November 2006, that are not needed to satisfy current year debt obligations (related to Certificates of Participations originally issued in November 2006 for the purposes of Facility Construction, and subsequently refinanced in February 2015) for operating spends in the following four purposes:

- (1) Attracting and retaining highly effective teachers . . . .

(2) Offering Classes for Students to receive college credits . . .

(3) Securing the grounds, traffic flow, main entries, and classrooms at district schools . . .

(4) Provide students with Technology . . .
- Shortened to:

Compensation

Programs

Safety/Security

Technology

In addition to the specific categories spelled out in the ballot, D49 Admin determined to classify spends into the following patterns:

- (1) Ongoing (aka Run-rate) - meaning it is being committed to, every year, on into the foreseeable future

(2) Periodic - meaning it reflects a spend that may need to occur again in the future, but not every year

(3) One-Time - meaning the spend will not recur in the same manner, same place, etc., in the foreseeable future

The combination of these two concepts result in the MLO-Op spends being reported in the following grid:

	Ongoing	Periodic	One-Time	Total
Compensation				
Programs				
Safety/Security				
Technology				
Total				

In February 2015, the D49 Board of Education determined that MLO funds would be made available to the four coordinated school innovation zones as previously established and to the District charter schools - as was stated and intended in the Ballot Language of Question 3A, according to a pattern that recognizes that the vast majority of funds (80%) should be directed to students residing in-district, and the remainder should be directed to all students.

El Paso County School District 49  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year

Total Carryover \$1,515,224.46



Grand Total of All Expenditures at All Schools

	Ongoing		Periodic		One-Time		Total
	\$	description	\$	description	\$	description	
Compensation	-	Coordinated Central	428,310.21	Coordinated Central	-	Coordinated Central	428,310.21
	-	Coordinated Schools	31,689.87	Coordinated Schools	31,914.22	Coordinated Schools	63,604.09
	-	Charters	-	Charters	107,333.83	Charters	107,333.83
	-	Total	460,000.08	Total	139,248.05	Total	599,248.13
Programs	-	Coordinated Central	-	Coordinated Central	499,999.90	Coordinated Central	499,999.90
	-	Coordinated Schools	-	Coordinated Schools	183,627.08	Coordinated Schools	183,627.08
	-	Charters	-	Charters	20,492.50	Charters	20,492.50
	-	Total	-	Total			704,119.48
Safety / Security	-	Coordinated Central	-	Coordinated Central	379,408.10	Coordinated Central	379,408.10
	-	Coordinated Schools	-	Coordinated Schools	139,826.19	Coordinated Schools	139,826.19
	-	Charters	-	Charters	4,295.00	Charters	4,295.00
	-	Total	-	Total	523,529.29	Total	523,529.29
Technology	-	Coordinated Central	-	Coordinated Central	-	Coordinated Central	-
	-	Coordinated Schools	-	Coordinated Schools	2,595,279.36	Coordinated Schools	2,595,279.36
	-	Charters	-	Charters	1,022,780.57	Charters	1,022,780.57
	-	Total	-	Total	3,618,059.93	Total	3,618,059.93
Total	-	Coordinated Central	428,310.21	Coordinated Central	879,408.00	Coordinated Central	1,307,718.21
	-	Coordinated Schools	31,689.87	Coordinated Schools	2,950,646.85	Coordinated Schools	2,982,336.72
	-	Charters	-	Charters	1,154,901.90	Charters	1,154,901.90
	-	Total	460,000.08	Total	4,984,956.75	Total	5,444,956.83
							-

**El Paso County School District 49**  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



Total of All Expenditures at Coordinated Schools' Group  
Decided

Carryover	\$384,408.10
2015-2016 60%	\$541,310.01
<b>Total 15-16 Start</b>	<b>\$925,718.11</b>
Quarter 4 Allocation	\$382,000.00
<b>Total 15-16 Available</b>	<b>\$1,307,718.11</b>

	Ongoing	Periodic	One-Time	Total
	\$ description	\$ description	\$ description	
Compensation		427,225.41 Tchr Sal Repositioning Proj 1,084.80 Feb Salary & Benefit		<b>460,000.00</b>
Programs			327,326.03 Cord HS CNCR enrol roll out  111,200.00 myON District wide 2,720.55 FHS CNCR Enrollment 3,622.50 SCHS CNCR Enrollment 25,321.55 VRHS CNCR Enrollment 29,809.27 iConnect CNCR Enroll	<b>500,000.00</b>
Safety / Security			114,051.29 Cy-Fire Alarm Panel Proj 25,979.16 Fire Al, SWAT, Door Handl 224,377.65 Cy- Door Hardware/Locks 15,000.00 Cy-Upgrade Intercome Sys	<b>379,408.10</b>
Technology			- TBD	-
Total	-	<b>428,310.21</b>	<b>879,408.00</b>	- <i>authorized</i> <b>1,307,718.21</b> <b>1,307,718.21</b>

El Paso County School District 49  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



Total of All Expenditures in Falcon Zone

CarryOver	\$101,601.25
2015-2016 60%	\$453,415.05
Total 15-16 Start	\$555,016.30
Quarter 4 Allocation	\$296,061.56
Total 15-16 Available	\$851,077.86
TBD	693,847.47

	Ongoing	Periodic	One-Time	Total
	\$ description	\$ description	\$ description	
Compensation		9,322.70 Feb Tchr Sal Repositioning		9,322.70
Programs			14,175.00 Fzone Software 44,000.00 Fzone Expand NY Math	58,175.00
Safety / Security			37,744.35 All Schools security 14-15 8,785.00 WHES Security	46,529.35
Technology			1,736.99 WHE- Tech Equip 14-15 22,512.00 MRE-Chrome Books 18,954.35 FES Ipads  693,847.47 TBD	737,050.81
Total	-	9,322.70	841,755.16	- <i>authorized</i> 851,077.86 851,077.86

**El Paso County School District 49**  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



Total of All Expenditures in Sand Creek Zone

Carryover	\$156,867.76
2015-2016 60%	\$425,820.88
<b>Total 15-16 Start</b>	<b>\$582,688.64</b>
<b>Quarter 4 Allocation</b>	<b>\$276,613.29</b>
<b>Total 15-16 Available</b>	<b>\$859,301.93</b>

	Ongoing	Periodic	One-Time	Total
	\$ description	\$ description	\$ description	
Compensation		10,900.95 Feb Tchr Sal Repositioning		10,900.95
Programs			15000.00 RES - CKLA <b>14-15</b> 42906.75 RES, EES, SRES- PLTW 18703.92 SCH- Other Machine Comp 24923.01 HMS- Innovation Int Supplies	<b>101,533.68</b>
Safety / Security			4009.87 SCHS- 2 Way Radios 1074.37 HMS- 2 way Radios	<b>5,084.24</b>
Technology			2460.70 Szone- - Amazon, 3D Print 121609.91 SCH- 3D printers/Chromebooks 27801.42 HMS Institute Chrome, etc 19800.00 SRE Chrome Carts 19800.00 RES Chrome Carts 19800.00 EES Chrome Carts <b>530,511.03 TBD</b>	<b>741,783.06</b>
Total	-	10,900.95	848,400.98	- <i>authorized</i> <b>859,301.93</b> <b>859,301.93</b>

El Paso County School District 49  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



Total of All Expenditures in POWER Zone

Carryover	\$238,219.56
2015-2016 60%	\$503,227.03
Total 15-16 Start	\$741,446.59
Quarter 4 Allocation	\$328,487.88
Total 15-16 Available	\$1,069,934.47
TBD	730,660.99

	Ongoing	Periodic	One-Time	Total
	\$ description	\$ description	\$ description	
Compensation		10,495.20 Feb Tchr Sal Repositioning	25,550.47 OES-Reading Interv	36,045.67
Programs			7,076.25 SMS- Science prog 14-15 7,500.00 SES- Hertzberg 7,290.39 SMS- Digital micro 14-15 593.84 VRH- Program Supplies 319.00 SMS-Sparkvue Dig 14-15	22,779.48
Safety / Security			75,077.60 SMS- Security Cam 14-15 13,135.00 VRH- Blinds 14-15	88,212.60
Technology			11,342.33 SES-Health/lib com 14-15 20,320.00 RVE-Chromebooks/Cart 68,948.50 VRH-Max Int 14-15, Chbks 3,595.00 SMS- Printer 14-15 88,029.90 Pzone Chrome books  730,660.99 TBD	922,896.72
Total	-	10,495.20	1,059,439.27	- <i>authorized</i> 1,069,934.47 1,069,934.47

El Paso County School District 49  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



Total of All Expenditures Plans in iConnect Zone

Carryover	\$55,862.51
2015-2016 60%	\$88,666.99
Total 15-16 Start	\$144,529.50
Quarter 4 Allocation	\$58,463.98
Total 15-16 Available	\$202,993.48
TBD	145,991.21

	Ongoing	Periodic	One-Time	Total
	\$ description	\$ description	\$ description	
Compensation		971.02 Feb Sal Tchr Repositioning	6,363.75 SSA-K-12 Mentor Salary	7,334.77
Programs			1,138.92 Travel Benchmark	1,138.92
Safety / Security				-
Technology			728.00 FVA- Chromebooks 14-15 26,762.00 FVA- Chromebooks 4,130.00 FHP- Chromebooks 15,937.56 PLC Computers  145,991.21 TBD	193,548.77
Total	-	971.02	201,051.44	- <i>authorized</i> 202,022.46 202,022.46

**El Paso County School District 49**  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



Total of All Expenditures at PPSEL

Carryover	\$44,800.96
2015-2016 60%	\$66,396.30
<b>Total 15-16 Start</b>	<b>\$111,197.26</b>
Quarter 4 Allocation	\$44,264.20
<b>Total 15-16 Available</b>	<b>\$155,461.46</b>
<b>TBD</b>	<b>115,065.46</b>

	Ongoing	Periodic	One-Time	Total
	\$ description	\$ description	\$ description	
Compensation			36,101.00 Compensation <b>14-15</b>	<b>36,101.00</b>
Programs				-
Safety / Security			4,295.00 Security <b>14-15</b>	<b>4,295.00</b>
Technology			115,065.46 TBD	<b>115,065.46</b>
Total	-	-	155,461.46	- <i>authorized</i> <i>155,461.46</i> <b>155,461.46</b>

**El Paso County School District 49**  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



Grand Total of All Expenditures Plans at BLRA

<b>Carryover</b>	<b>\$0.00</b>
<b>2015-2016 60%</b>	<b>\$114,937.03</b>
<b>Total 15-16 Start</b>	<b>\$114,937.03</b>
<b>Quarter 4 Allocation</b>	<b>\$76,624.69</b>
<b>Total 15-16 Available</b>	<b>\$191,561.72</b>

	Ongoing	Periodic	One-Time	Total
	\$ description	\$ description	\$ description	
Compensation				-
Programs				-
Safety / Security				-
Technology				191,561.72
			191,561.72 TBD	
Total	-	-	191,561.72	- authorized 191,561.72 191,561.72

El Paso County School District 49  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



Grand Total of All Expenditures at RMCA

Carryover	\$47,703.88
2015-2016 60%	\$152,863.99
Total 15-16 Start	\$200,567.87
Quarter 4 Allocation	\$101,909.32
Total 15-16 Available	\$302,477.19
TBD	203,344.36

	Ongoing	Periodic	One-Time	Total
	\$ description	\$ description	\$ description	
Compensation			33,000.00 Compensation <b>14-15</b> 38,232.83 Stipends/Compensation	71,232.83
				-
Safety / Security				-
Technology			27,900.00 Computers  203,344.36 TBD	231,244.36
Total	-	-	302,477.19	- <i>authorized</i> 302,477.19 302,477.19

El Paso County School District 49  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



Grand Total of All Expenditures Plans at IIR

Carryover	\$52,089.91
2015-2016 60%	\$108,594.61
Total 15-16 Start	\$160,684.52
Quarter 4 Allocation	\$72,396.41
Total 15-16 Available	\$233,080.93
TBD	\$185,588.43

	Ongoing	Periodic	One-Time	Total
	\$ description	\$ description	\$ description	
Compensation				-
Programs			20,492.50 Myon, Lexia 14-15	20,492.50
Safety / Security				-
Technology			27,000.00 Chromebooks 14-15  185,588.43 TBD	212,588.43
Total	-	-	233,080.93	- <i>authorized</i> <i>233,080.93</i> 233,080.93

El Paso County School District 49  
MLO-Op Fund Operational Spends  
2015-16 Fiscal Year



Grand Total of All Expenditures Plans at GOAL Academy

Carryover	\$81,856.73
2015-2016 60%	\$114,278.32
Total 15-16 Start	\$196,135.05
Quarter 4 Allocation	\$76,185.55
Total 15-16 Available	\$272,320.60
TBD	\$272,320.60

	Ongoing	Periodic	One-Time	Total
	\$ description	\$ description	\$ description	
Compensation				-
Programs				-
Safety / Security				-
Technology				272,320.60
			272,320.60 TBD	
Total	-	-	272,320.60	- authorized 272,320.60 272,320.60



Grant Programs - 15-16 cAct

		Beginning Balance		Total	Purchase Services					Total		Revenue &	Current Year	Ending Balance
		Sheet Revenue	Recognized	Personnel						Implementation	Grand	Expense	Net Receipts	Sheet Revenue
		(Accr) / Defer	Revenue	Costs	Professional	Property	Other	Supplies	Equipment	Other	Total Spend	Balance Test	(Distributions)	(Accr) / Defer
Percent of year completedtd 67%														
41 Active Local Grants														
12 Active State/Fed Grants														
HMS - Lockheed Martin-PLTW	1012	431	-	-	-	-	-	-	-	-	-	-	-	431
SCHS-SCETC	1017	15,752	14,120	-	-	-	-	-	(14,120)	-	(14,120)	-	7,500	9,132
FHS-Biotech Program	1021	704	-	-	-	-	-	-	-	-	-	-	-	704
FES-Down Syndrome	1026	500	500	-	-	-	-	(500)	-	-	(500)	-	-	-
PLC-Century Link	1028	4,020	4,014	-	-	-	-	(4,014)	-	-	(4,014)	-	-	6
SES-Morgridge PMI/PSI	1039	-	-	-	-	-	-	-	-	-	-	-	-	-
FES-Fuel up to Play	1050	2,888	175	-	-	-	-	(175)	-	-	(175)	-	640	3,354
FVA - K-12 Contribution	1051	1,095	-	-	-	-	-	-	-	-	-	-	-	1,095
ICZ-CLCS	1052	4,500	3,566	-	-	-	-	(3,566)	-	-	(3,566)	-	-	934
EES-FEF -HOEHN	1053	3,908	20,231	-	-	-	-	(20,231)	-	-	(20,231)	-	23,246	6,923
OES-Neumann IPAD	1054	1,175	-	-	-	-	-	-	-	-	-	-	-	1,175
SCHS-Kinder Morgan Music	1056	168	-	-	-	-	-	-	-	-	-	-	-	168
SMS - CAP	1061	-	438	-	-	-	-	(438)	-	-	(438)	-	-	(438)
SES-Whole Foods	1062	191	-	-	-	-	-	-	-	-	-	-	-	191
RES - Healthy Schools	1080	1,854	300	-	-	-	-	(300)	-	-	(300)	-	-	1,554
SMS-Healthy School Champ	1081	2,230	-	-	-	-	-	-	-	-	-	-	-	2,230
SCHOOL SPONSORED	1099	-	16,200	(16,200)	-	-	-	-	-	-	(16,200)	-	16,700	500
HMS-Great West Math	1100	(39)	-	-	-	-	-	-	-	-	-	-	-	(39)
CHOIR	1101	168	-	-	-	-	-	-	-	-	-	-	-	168
RVE-GEN Youth Found	1103	287	850	-	-	-	-	(850)	-	-	(850)	-	-	(562)
EES-Healthy Schools	1104	937	5,973	(3,496)	-	-	(984)	(1,493)	-	-	(2,477)	-	15,451	10,415
PLC-School Garden	1105	962	-	-	-	-	-	-	-	-	-	-	-	962
SCHS-Lockheed Martin PLTW	1106	3,986	3,837	-	-	-	-	(3,837)	-	-	(3,837)	-	8,000	8,149
EES-Morgridge (Khan)	1108	674	-	-	-	-	-	-	-	-	-	-	-	674
SCHS - Robertson Art Scholarship	1110	500	-	-	-	-	-	-	-	-	-	-	-	500
SCHS-Calegar Memorial	1111	(436)	-	-	-	-	-	-	-	-	-	-	-	(436)
KP	1112	1	15,102	(3,640)	(2,160)	-	(2,379)	(3,815)	(2,443)	(665)	(11,462)	-	22,500	7,399
FES-Target Field Trip	1113	55	-	-	-	-	-	-	-	-	-	-	-	55
Cigna Direct Wellness	1114	584	500	-	-	-	-	(500)	-	-	(500)	-	-	84
RVES-TRANS mini	1115	99	649	-	-	-	-	(649)	-	-	(649)	-	-	(550)
Cigna Reimburseable	1118	-	31,024	-	-	-	-	(31,024)	-	-	(31,024)	-	30,794	(229)
Communications Scholarship	1120	-	-	-	-	-	-	-	-	-	-	-	22,613	22,613
FES-ING	1122	-	194	-	-	-	-	(194)	-	-	(194)	-	194	-
HMS-IBARMS Guardians	1125	-	200	-	-	-	-	(200)	-	-	(200)	-	200	-
FES- Colorado Knights of Columb	1126	-	619	-	-	-	-	(619)	-	-	(619)	-	619	-
HMS-Whole Kids	1127	-	2,000	-	-	-	-	(2,000)	-	-	(2,000)	-	2,000	-
HMS-VOYA Unsung Heroes	1130	-	-	-	-	-	-	-	-	-	-	-	2,000	2,000
HMS-IBARMS Biosphere	1131	-	500	-	-	-	-	(500)	-	-	(500)	-	500	-
FMS-CO DNS-Archery	1132	-	-	-	-	-	-	-	-	-	-	-	1,800	1,800
ANTHEM WELLNESS FUND	1133	-	-	-	-	-	-	-	-	-	-	-	-	-
ROTC	9001	-	44,068	-	(2,879)	-	(1,350)	(28,547)	-	(11,293)	(44,068)	-	17,657	(26,411)

EL PASO COUNTY SCHOOL DISTRICT 49  
District Financial Summary  
Grant Accounting Review  
February 29, 2016  
2015-16 Fiscal Year



2015-16 Fiscal Year		Beginning Balance		Total		Purchase Services				Total	Revenue &		Current Year	Ending Balance	
Percent of year completedtd 67%		Sheet Revenue	Recognized	Personnel				Supplies	Equipment	Other	Implementation	Grand	Expense	Net Receipts	Sheet Revenue
41 Active Local Grants		(Accr) / Defer	Revenue	Costs	Professional	Property	Other				Costs	Total Spend	Balance Test	(Distributions)	(Accr) / Defer
12 Active State/Fed Grants															
Grants Unassigned Budget 4000		-	-	-	-	-	-	-	-	-	-	-	-	-	-
State & Federal Grants															
EXP & At Risk Students	3183	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Counselor Corps Grant	3192	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STATE LIBRARY GRANT	3207	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE 1	4010	(236,515)	704,189	(578,697)	(35,725)	-	(41,421)	(31,856)	(10,009)	(6,480)	(125,492)	(704,189)	-	892,648	(48,055)
IDEA PART B	4027	(454,224)	1,260,942	(836,092)	(199,822)	-	(225,029)	-	-	-	(424,851)	(1,260,942)	-	1,355,261	(359,905)
Perkins	4048	(23,970)	25,917	(1,833)	(3,465)	-	(940)	(870)	(18,808)	-	(24,084)	(25,917)	-	23,081	(26,806)
IDEA Preschool	4173	(9,828)	17,104	(16,980)	-	-	(76)	(48)	-	-	(124)	(17,104)	-	20,042	(6,890)
TITLE IV	4186	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE V	4298	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE II-D	4318	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III	4365	(15,648)	19,121	(3,536)	(6,855)	-	(3)	(8,727)	-	-	(15,586)	(19,121)	-	28,031	(6,739)
TITLE II-A	4367	(12,247)	90,738	(20,567)	(44,913)	-	(19,851)	(5,407)	-	-	(70,171)	(90,738)	-	75,579	(27,406)
TITLE II-D-ARRA	4386	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE I-A-ARRA	4389	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA PART B-ARRA	4391	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RVES-IDEA-Preschool-ARRA	4392	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INDICATOR 14	5027	-	4,580	(4,580)	-	-	-	-	-	-	-	(4,580)	-	4,580	-
SWAP	6126 5126	-	-	-	-	-	-	-	-	-	-	-	-	-	-
REMS-Security	5184	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STEM	6215 5215	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ESCAPE IB GRANT	5330	-	-	-	-	-	-	-	-	-	-	-	-	5,194	5,194
School Improvement Program	5377	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RTTT-EARLY LIT	5412	-	8,700	-	-	-	-	-	-	(8,700)	(8,700)	(8,700)	-	-	(8,700)
SWAP-OCC/PREP	6126	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K12 STEM-SUB	6215	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Startup	6282	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PRESCHL-PYRAMID	6323	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III IMMIGRANT Program	6365	-	934	(934)	-	-	-	-	-	-	-	(934)	-	216	(718)
NBCT Grant	6397	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DODEA AIM	7030	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III Set Aside	7365	(0)	4,476	(4,173)	-	-	-	(303)	-	-	(303)	(4,476)	-	4,269	(207)
AIM - ES	7556	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medicaid	9003	542,021	486,635	(155,275)	(14,503)	-	(10,976)	(73,749)	(230,105)	(2,027)	(331,360)	(486,635)	-	342,510	397,896
Dept of Defense	9005	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Combined Grant Results		(163,217)	2,788,396	(1,646,002)	(310,323)	-	(303,009)	(224,412)	(275,486)	(29,165)	(1,142,394)	(2,788,396)	-	2,923,826	(27,788)
Fund 22	Accrued	(752,971)	2,623,336	(1,622,667)	(305,284)	-	(298,296)	(120,960)	(258,923)	(17,207)	(1,000,669)	(2,623,336)	-	2,751,411	(82,337)
Fund 26	Deferred	589,754	165,060	(23,335)	(5,039)	-	(4,713)	(103,452)	(16,563)	(11,958)	(141,725)	(165,060)	-	172,415	52,549
Combined		(163,217)	2,788,396	(1,646,002)	(310,323)	-	(303,009)	(224,412)	(275,486)	(29,165)	(1,142,394)	(2,788,396)	-	2,923,826	(29,788)

EL PASO COUNTY SCHOOL DISTRICT  
District Financial Summary  
Grant Accounting Review  
February 29, 2016  
2015-16 Fiscal Year



Grant Programs - 15-16 cBud

February 29, 2016

2015-16 Fiscal Year

Percent of year completedtd

67%

41 Active Local Grants

12 Active State/Fed Grants

		Beginning Balance		Recognized Revenue	Total Personnel Costs	Purchase Services			Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Revenue & Expense Balance Test	Current Year Net Receipts (Distributions)	Ending Balance Sheet Revenue (Accr) / Defer
		Sheet Revenue (Accr) / Defer				Professional	Property	Other								
(should be zero)																
HMS - Lockheed Martin-PLTW	1012	-	431	-	-	-	-	-	(431)	-	(431)	(431)	-	431	-	
SCHS-SCETC	1017	-	14,131	-	-	-	-	-	(14,131)	-	(14,131)	(14,131)	-	14,131	-	
FHS-Biotech Program	1021	-	704	-	-	-	-	(704)	-	-	(704)	(704)	-	704	-	
FES-Down Syndrome	1026	-	500	-	-	-	-	(500)	-	-	(500)	(500)	-	500	-	
PLC-Century Link	1028	-	4,020	-	-	-	-	(4,020)	-	-	(4,020)	(4,020)	-	4,020	-	
SES-Morgridge PMI/PSI	1039	-	472	-	-	-	-	-	(472)	-	(472)	(472)	-	472	-	
FES-Fuel up to Play	1050	-	3,528	-	-	-	-	(3,528)	-	-	(3,528)	(3,528)	-	3,528	-	
FVA - K-12 Contribution	1051	-	1,095	-	-	-	-	(1,095)	-	-	(1,095)	(1,095)	-	1,095	-	
ICZ-CLCS	1052	-	4,500	-	-	-	-	(4,500)	-	-	(4,500)	(4,500)	-	4,500	-	
EES-FEF -HOEHN	1053	-	25,993	-	-	-	-	(25,993)	-	-	(25,993)	(25,993)	-	25,993	-	
OES-Neumann IPAD	1054	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SCHS-Kinder Morgan Music	1056	-	14	-	-	-	-	(14)	-	-	(14)	(14)	-	14	-	
SMS - CAP	1061	-	445	-	-	-	-	(445)	-	-	(445)	(445)	-	445	-	
SES-Whole Foods	1062	-	191	-	-	-	-	(191)	-	-	(191)	(191)	-	191	-	
RES - Healthy Schools	1080	-	1,286	-	-	-	-	(1,286)	-	-	(1,286)	(1,286)	-	1,286	-	
SMS-Healthy School Champ	1081	-	2,230	-	-	-	-	(2,230)	-	-	(2,230)	(2,230)	-	2,230	-	
SCHOOL SPONSORED	1099	-	16,700	(16,200)	-	-	-	-	-	(500)	(500)	(16,700)	-	16,700	-	
HMS-Great West Math	1100	-	9	-	-	-	-	(9)	-	-	(9)	(9)	-	9	-	
CHOIR	1101	-	168	-	-	-	-	(168)	-	-	(168)	(168)	-	168	-	
RVE-GEN Youth Found	1103	-	1,183	-	-	-	-	(1,183)	-	-	(1,183)	(1,183)	-	1,183	-	
EES-Healthy Schools	1104	-	16,388	(11,464)	-	-	(2,000)	(2,924)	-	-	(4,924)	(16,388)	-	16,388	-	
PLC-School Garden	1105	-	962	-	-	-	-	(962)	-	-	(962)	(962)	-	962	-	
SCHS-Lockheed Martin PLTW	1106	-	11,986	-	-	-	-	(11,986)	-	-	(11,986)	(11,986)	-	11,986	-	
EES-Morgridge (Khan)	1108	-	674	-	-	-	-	(674)	-	-	(674)	(674)	-	674	-	
SCHS - Robertson Art Scholarshi	1110	-	500	-	-	-	-	-	-	(500)	(500)	(500)	-	500	-	
SCHS-Calegar Memorial	1111	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
KP	1112	-	22,501	(8,375)	(2,160)	-	(4,395)	(4,218)	(2,688)	(665)	(14,126)	(22,501)	-	22,501	-	
FES-Target Field Trip	1113	-	320	-	-	-	-	-	-	(320)	(320)	(320)	-	320	-	
Cigna Direct Wellness	1114	-	584	-	-	-	-	(584)	-	-	(584)	(584)	-	584	-	
RVES-TRANS mini	1115	-	699	-	-	-	-	(699)	-	-	(699)	(699)	-	699	-	
Cigna Reimburseable	1118	-	31,024	-	-	-	-	(31,024)	-	-	(31,024)	(31,024)	-	31,024	-	
Communications Scholarship	1120	-	23,259	-	-	-	-	(8,259)	-	(15,000)	(23,259)	(23,259)	-	23,259	-	
FES-ING	1122	-	194	-	-	-	-	(194)	-	-	(194)	(194)	-	194	-	
HMS-IBARMS Guardians	1125	-	200	-	-	-	-	(200)	-	-	(200)	(200)	-	200	-	
FES- Colorado Knights of Columb	1126	-	619	-	-	-	-	(619)	-	-	(619)	(619)	-	619	-	
HMS-Whole Kids	1127	-	2,000	-	-	-	-	(2,000)	-	-	(2,000)	(2,000)	-	2,000	-	
HMS-VOYA Unsung Heroes	1130	-	2,000	-	-	-	-	(2,000)	-	-	(2,000)	(2,000)	-	2,000	-	
HMS-IBARMS Biosphere	1131	-	500	-	-	-	-	(500)	-	-	(500)	(500)	-	500	-	
FMS-CO DNS-Archery	1132	-	1,800	-	-	-	-	(1,800)	-	-	(1,800)	(1,800)	-	1,800	-	
ANTHEM WELLNESS FUND	1133	-	45,000	-	(30,000)	-	-	(15,000)	-	-	(45,000)	(45,000)	-	45,000	-	
ROTC	9001	-	57,965	-	(2,946)	-	(1,350)	(42,680)	-	(10,989)	(57,965)	(57,965)	-	57,965	-	

EL PASO COUNTY SCHOOL DISTRICT  
District Financial Summary  
Grant Accounting Review  
February 29, 2016  
2015-16 Fiscal Year



Grant Programs - 15-16 cBud

February 29, 2016												(should be zero)			
2015-16 Fiscal Year		Beginning Balance		Total Personnel Costs	Purchase Services			Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Revenue & Expense Balance Test	Current Year Net Receipts (Distributions)	Ending Balance Sheet Revenue (Accr) / Defer
Percent of year completed		Sheet Revenue (Accr) / Defer	Recognized Revenue		Professional	Property	Other								
41 Active Local Grants															
12 Active State/Fed Grants															
Grants Unassigned Budget 4000		-	929,936	(2,284,914)	-	-	-	1,354,979	-	-	1,354,979	(929,936)	-	929,936	-
State & Federal Grants															
EXP & At Risk Students 3183		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Counselor Corps Grant 3192		-	-	-	-	-	-	-	-	-	-	-	-	-	-
STATE LIBRARY GRANT 3207		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE 1 4010		-	1,340,052	(1,061,259)	(90,937)	-	(62,224)	(96,708)	(10,009)	(18,915)	(278,793)	(1,340,052)	-	1,340,052	-
IDEA PART B 4027		-	2,673,965	(1,572,512)	(399,644)	-	(701,809)	-	-	-	(1,101,453)	(2,673,965)	-	2,673,965	-
Perkins 4048		-	67,198	(10,200)	(3,478)	-	(10,040)	(16,620)	(26,860)	-	(56,998)	(67,198)	-	67,198	-
IDEA Preschool 4173		-	30,840	(27,114)	-	-	-	(3,726)	-	-	(3,726)	(30,840)	-	30,840	-
TITLE IV 4186		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE V 4298		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE II-D 4318		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III 4365		-	63,992	(15,984)	(17,278)	-	-	(24,730)	(6,000)	-	(48,008)	(63,992)	-	63,992	-
TITLE II-A 4367		-	164,081	(51,408)	(72,515)	-	(33,158)	(7,000)	-	-	(112,673)	(164,081)	-	164,081	-
TITLE II-D-ARRA 4386		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE I-A-ARRA 4389		-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA PART B-ARRA 4391		-	-	-	-	-	-	-	-	-	-	-	-	-	-
RVES-IDEA-Preschool-ARRA 4392		-	-	-	-	-	-	-	-	-	-	-	-	-	-
INDICATOR 14 5027		-	4,580	(4,580)	-	-	-	-	-	-	-	(4,580)	-	4,580	-
SWAP 6126 5126		-	-	-	-	-	-	-	-	-	-	-	-	-	-
REMS-Security 5184		-	-	-	-	-	-	-	-	-	-	-	-	-	-
STEM 6215 5215		-	-	-	-	-	-	-	-	-	-	-	-	-	-
ESCAPE IB GRANT 5330		-	5,194	-	-	-	-	(5,194)	-	-	(5,194)	(5,194)	-	5,194	-
School Improvement Program 5377		-	-	-	-	-	-	-	-	-	-	-	-	-	-
RTTT-EARLY LIT 5412		-	8,700	-	-	-	-	-	-	(8,700)	(8,700)	(8,700)	-	8,700	-
SWAP-OCC/PREP 6126		-	-	-	-	-	-	-	-	-	-	-	-	-	-
K12 STEM-SUB 6215		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Startup 6282		-	-	-	-	-	-	-	-	-	-	-	-	-	-
PRESCHL-PYRAMID 6323		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III IMMIGRANT Program 6365		-	1,295	(1,295)	-	-	-	-	-	-	-	(1,295)	-	1,295	-
NBCT Grant 6397		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DODEA AIM 7030		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III Set Aside 7365		-	17,857	(14,273)	-	-	-	(3,584)	-	-	(3,584)	(17,857)	-	17,857	-
AIM - ES 7556		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medicaid 9003		-	995,883	(317,400)	(15,000)	(2,000)	(15,475)	(141,925)	(299,300)	(204,783)	(678,483)	(995,883)	-	995,883	-
Dept of Defense 9005		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Combined Grant Results		-	6,600,348	(5,396,978)	(633,958)	(2,000)	(830,451)	883,302	(359,891)	(260,372)	(1,203,370)	(6,600,348)	-	6,600,348	-
Fund 22 Accrued		-	6,303,573	(5,360,939)	(598,852)	(2,000)	(822,706)	1,055,492	(342,169)	(232,398)	(942,634)	(6,303,573)	-	6,303,573	-
Fund 26 Deferred		-	296,776	(36,039)	(35,106)	-	(7,745)	(172,190)	(17,721)	(27,974)	(260,737)	(296,776)	-	296,776	-
Combined		-	6,600,348	(5,396,978)	(633,958)	(2,000)	(830,451)	883,302	(359,891)	(260,372)	(1,203,370)	(6,600,348)	-	6,600,348	-

EL PASO COUNTY SCHOOL DISTRICT  
District Financial Summary  
Grant Accounting Review  
February 29, 2016  
2015-16 Fiscal Year



Grant Programs - cAct v cBud													
		0100	1000	Total	300					600	700	800	(should be zero)
		Beginning Balance	Sheet Revenue	Recognized	Personnel	Purchase Services			Supplies	Equipment	Other	Total	Grand
		(Accr) / Defer	Revenue	Revenue	Costs	Professional	Property	Other				Implementation	
												Costs	Total Spend
													Revenue & Expense Balance Test
													Current Year Net Receipts (Distributions)
													Ending Balance Sheet Revenue (Accr) / Defer
Percent of year completedtd 67%													
41 Active Local Grants													
12 Active State/Fed Grants													
HMS - Lockheed Martin-PLTW	1012	431	431	-	-	-	-	-	-	(431)	-	(431)	(431)
SCHS-SCETC	1017	15,752	11	-	-	-	-	-	-	(11)	-	(11)	(24,873)
FHS-Biotech Program	1021	704	704	-	-	-	-	-	(704)	-	-	(704)	(704)
FES-Down Syndrome	1026	500	-	-	-	-	-	-	-	-	-	-	(500)
PLC-Century Link	1028	4,020	6	-	-	-	-	-	(6)	-	-	(6)	(4,020)
SES-Morgridge PMI/PSI	1039	-	472	-	-	-	-	-	-	(472)	-	(472)	472
FES-Fuel up to Play	1050	2,888	3,354	-	-	-	-	-	(3,354)	-	-	(3,354)	(2,888)
FVA - K-12 Contribution	1051	1,095	1,095	-	-	-	-	-	(1,095)	-	-	(1,095)	(1,095)
ICZ-CLCS	1052	4,500	934	-	-	-	-	-	(934)	-	-	(934)	(4,500)
EES-FEF -HOEHN	1053	3,908	5,762	-	-	-	-	-	(5,762)	-	-	(5,762)	(5,069)
OES-Neumann IPAD	1054	1,175	-	-	-	-	-	-	-	-	-	-	(2,350)
SCHS-Kinder Morgan Music	1056	168	14	-	-	-	-	-	(14)	-	-	(14)	(322)
SMS - CAP	1061	-	7	-	-	-	-	-	(7)	-	-	(7)	445
SES-Whole Foods	1062	191	191	-	-	-	-	-	(191)	-	-	(191)	(191)
RES - Healthy Schools	1080	1,854	986	-	-	-	-	-	(986)	-	-	(986)	(2,423)
SMS-Healthy School Champ	1081	2,230	2,230	-	-	-	-	-	(2,230)	-	-	(2,230)	(2,230)
SCHOOL SPONSORED	1099	-	500	-	-	-	-	-	-	-	(500)	(500)	-
HMS-Great West Math	1100	(39)	9	-	-	-	-	-	(9)	-	-	(9)	87
CHOIR	1101	168	168	-	-	-	-	-	(168)	-	-	(168)	(168)
RVE-GEN Youth Found	1103	287	333	-	-	-	-	-	(333)	-	-	(333)	609
EES-Healthy Schools	1104	937	10,415	(7,968)	-	-	(1,016)	(1,431)	-	-	-	(2,447)	(937)
PLC-School Garden	1105	962	962	-	-	-	-	-	(962)	-	-	(962)	(962)
SCHS-Lockheed Martin PLTW	1106	3,986	8,149	-	-	-	-	-	(8,149)	-	-	(8,149)	(3,986)
EES-Morgridge (Khan)	1108	674	674	-	-	-	-	-	(674)	-	-	(674)	(674)
SCHS - Robertson Art Scholarship	1110	500	500	-	-	-	-	-	-	-	(500)	(500)	(500)
SCHS-Calegar Memorial	1111	(436)	-	-	-	-	-	-	-	-	-	-	872
KP	1112	1	7,399	(4,735)	-	-	(2,016)	(403)	(245)	-	-	(2,664)	(1)
FES-Target Field Trip	1113	55	320	-	-	-	-	-	-	-	(320)	(320)	211
Cigna Direct Wellness	1114	584	84	-	-	-	-	-	(84)	-	-	(84)	(584)
RVES-TRANS mini	1115	99	50	-	-	-	-	-	(50)	-	-	(50)	501
Cigna Reimburseable	1118	(229)	-	-	-	-	-	-	-	-	-	-	459
Communications Scholarship	1120	15,474	23,259	-	-	-	-	-	(8,259)	-	(15,000)	(23,259)	(14,828)
FES-ING	1122	194	-	-	-	-	-	-	-	-	-	-	(194)
HMS-IBARMS Guardians	1125	200	-	-	-	-	-	-	-	-	-	-	(200)
FES- Colorado Knights of Columb	1126	619	-	-	-	-	-	-	-	-	-	-	(619)
HMS-Whole Kids	1127	2,000	-	-	-	-	-	-	-	-	-	-	(2,000)
HMS-VOYA Unsung Heroes	1130	-	2,000	-	-	-	-	-	(2,000)	-	-	(2,000)	-
HMS-IBARMS Biosphere	1131	-	-	-	-	-	-	-	-	-	-	-	-
FMS-CO DNS-Archery	1132	-	1,800	-	-	-	-	-	(1,800)	-	-	(1,800)	-
ANTHEM WELLNESS FUND	1133	-	45,000	-	-	(30,000)	-	-	(15,000)	-	-	(45,000)	45,000
ROTC	9001	-	13,897	-	-	(67)	-	-	(14,133)	-	304	(13,897)	40,308

EL PASO COUNTY SCHOOL DISTRICT  
District Financial Summary  
Grant Accounting Review  
February 29, 2016  
2015-16 Fiscal Year



Grant Accounting Review		Grant Programs - cAct v cBud										(should be zero)			
February 29, 2016		Beginning Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services			Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Revenue & Expense Balance Test	Current Year Net Receipts (Distributions)	Ending Balance Sheet Revenue (Accr) / Defer
Percent of year completedtd 67%					Professional	Property	Other								
41 Active Local Grants					12 Active State/Fed Grants										
Grants Unassigned Budget 4000		-	929,936	(2,284,914)	-	-	-	1,354,979	-	-	1,354,979	(929,936)	-	929,936	-
State & Federal Grants															
EXP & At Risk Students 3183		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Counselor Corps Grant 3192		-	-	-	-	-	-	-	-	-	-	-	-	-	-
STATE LIBRARY GRANT 3207		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE 1 4010		(236,515)	635,863	(482,562)	(55,212)	-	(20,803)	(64,852)	-	(12,435)	(153,301)	(635,863)	-	920,433	48,055
IDEA PART B 4027		(454,224)	1,413,023	(736,420)	(199,822)	-	(476,780)	-	-	-	(676,602)	(1,413,023)	-	2,227,152	359,905
Perkins 4048		(23,970)	41,281	(8,367)	(13)	-	(9,100)	(15,750)	(8,052)	-	(32,914)	(41,281)	-	92,057	26,806
IDEA Preschool 4173		(9,828)	13,736	(10,134)	-	-	76	(3,678)	-	-	(3,602)	(13,736)	-	30,454	6,890
TITLE IV 4186		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE V 4298		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE II-D 4318		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III 4365		(15,648)	44,871	(12,448)	(10,423)	-	3	(16,003)	(6,000)	-	(32,423)	(44,871)	-	67,257	6,739
TITLE II-A 4367		(12,247)	73,343	(30,841)	(27,602)	-	(13,307)	(1,593)	-	-	(42,502)	(73,343)	-	112,997	27,406
TITLE II-D-ARRA 4386		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE I-A-ARRA 4389		-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA PART B-ARRA 4391		-	-	-	-	-	-	-	-	-	-	-	-	-	-
RVES-IDEA-Preschool-ARRA 4392		-	-	-	-	-	-	-	-	-	-	-	-	-	-
INDICATOR 14 5027		-	-	-	-	-	-	-	-	-	-	-	-	-	-
SWAP 6126 5126		-	-	-	-	-	-	-	-	-	-	-	-	-	-
REMS-Security 5184		-	-	-	-	-	-	-	-	-	-	-	-	-	-
STEM 6215 5215		-	-	-	-	-	-	-	-	-	-	-	-	-	-
ESCAPE IB GRANT 5330		-	5,194	-	-	-	-	(5,194)	-	-	(5,194)	(5,194)	-	-	(5,194)
School Improvement Program 5377		-	-	-	-	-	-	-	-	-	-	-	-	-	-
RTTT-EARLY LIT 5412		-	-	-	-	-	-	-	-	-	-	-	-	8,700	8,700
SWAP-OCC/PREP 6126		-	-	-	-	-	-	-	-	-	-	-	-	-	-
K12 STEM-SUB 6215		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Startup 6282		-	-	-	-	-	-	-	-	-	-	-	-	-	-
PRESCHL-PYRAMID 6323		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III IMMIGRANT Program 6365		-	361	(361)	-	-	-	-	-	-	-	(361)	-	1,079	718
NBCT Grant 6397		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DODEA AIM 7030		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III Set Aside 7365		(0)	13,381	(10,100)	-	-	-	(3,281)	-	-	(3,281)	(13,381)	-	13,589	207
AIM - ES 7556		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medicaid 9003		542,021	509,248	(162,125)	(497)	(2,000)	(4,499)	(68,176)	(69,195)	(202,756)	(347,123)	(509,248)	-	(430,669)	(397,896)
Dept of Defense 9005		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Combined Grant Results		(144,959)	3,811,952	(3,750,976)	(323,635)	(2,000)	(527,442)	1,107,714	(84,405)	(231,207)	(60,976)	(3,811,952)	-	3,984,699	27,788
Fund 22 Accrued		(753,200)	3,680,236	(3,738,272)	(293,568)	(2,000)	(524,410)	1,176,452	(83,246)	(215,191)	58,035.75	(3,680,236.36)	-	3,972,985	485,244
Fund 26 Deferred		608,241	131,716	(12,704)	(30,067)	-	(3,032)	(68,738)	(1,159)	(16,016)	(119,012)	(131,716)	-	11,714	(457,456)
Combined		(144,959)	3,811,952	(3,750,976)	(323,635)	(2,000)	(527,442)	1,107,714	(84,405)	(231,207)	(60,976)	(3,811,952)	-	3,984,699	27,788

EL PASO COUNTY SCHOOL DISTRICT 49  
District Financial Summary  
Special Programs Review  
February 29, 2016  
2015-16 Fiscal Year



Percent of year completed	67%	Beginning Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services			Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Net Cost	Current Year Net Receipts (Distributions)	Net Cost per total sFTE
					Professional	Property	Other								

Special Education Programs  
15-16 cAct

Special Education Programs													SPED ct.	Spec. sFTE	Gross / SPED	Net / SPED
15-16 cAct													1,539	369	(5,756.19)	(4,103.61)
Designated Funding	Grant Code	eFTE	313.6	2,543,317	(7,850,913)	(531,192)	(3,916)	(239,055)	(95,473)	(34,126)	(104,097)	(1,007,859)	(8,858,772)	(6,315,455)	(453.70)	(323.44)
ECEA Fund 10	3130															
Program Name	Prog #															
General	1700	5.0	-	(151,799)	-	-	217,000	-	-	-	-	217,000	65,201	46,482		2.38
Total SPED School Levels	170X	75.6	-	(2,102,488)	(30,121)	-	(282,593)	(62,976)	(510)	(1,615)		(377,816)	(2,480,303)	(1,768,218)		(90.56)
Adaptive Physical Disability	1710	2.0	-	(93,084)	-	-	(2,537)	(1,141)	-	-		(3,678)	(96,763)	(68,982)		(3.53)
Vision Impaired	1720	1.0	-	(51,269)	-	-	(884)		-	-		(884)	(52,153)	(37,180)		(1.90)
Hearing Impaired	1730	-	-	-	-	-	(895)	(280)	(250)	-		(1,424)	(1,424)	#DIV/0!		#DIV/0!
SLIC - Sig Lim Intell Cap	1740	23.5	-	(458,988)	-	-	-	-	-	-		-	(458,988)	(458,988)		(23.51)
SIED - Sig ID Emot Disab	1750	25.3	-	(573,771)	-	-	-	-	-	-		-	(573,771)	(409,044)		(20.95)
SOCO - Autism (Soc/Comm)	1760	19.9	-	(456,545)	-	-	-	-	-	-		-	(456,545)	(325,473)		(16.67)
SLD - Speech/Lang Disab	1770	0.2	-	-	-	-	-	-	-	-		-	-	-		-
Speech Path / Language	1771	17.1	-	(566,191)	(324,989)	-	(3,164)	(8)	-	-		(328,162)	(894,353)	(637,588)		(32.65)
MH - Multiple Handicap	1780	53.8	-	(1,051,943)	-	(79)	(1,560)	(11,640)	(28,629)	-		(41,908)	(1,093,851)	(779,811)		(39.94)
Preschool	1791	9.3	-	(271,005)	-	(69)	(67,305)	(5,751)	(893)	(295)		(74,313)	(345,318)	(246,179)		(12.61)
Elevates	1797	-	-	-	-	-	-	-	-	-		-	-	-		-
Extended School Year	1798	-	-	-	-	-	-	-	-	-		-	-	-		-
Summer School	1799	0.5	-	(255)	-	-	(16,114)	-	-	-		(16,114)	(16,369)	(11,670)		(0.60)
Social Work / Behavioral Sp	2113	3.7	-	(188,960)	-	-	-	-	-	-		-	(188,960)	(134,711)		(6.90)
SWAAAC Admin	2126	-	-	-	-	-	-	-	-	-		-	-	-		-
Health Svc / Nurses	2130	9.0	-	(226,363)	-	-	(4,929)	(3,852)	-	(75)		(8,856)	(235,219)	(167,689)		(8.59)
Psychologist	2140	6.9	-	(306,259)	-	-	(5,319)	(159)	-	-		(5,478)	(311,737)	(222,238)		(11.38)
Deaf & HH	2150	2.3	-	(103,540)	-	-	(1,152)	(1,931)	(2,608)	-		(5,692)	(109,232)	(77,871.83)		(3.99)
Occupational/Physical Ther	2160	6.7	-	(239,719)	(169,534)	-	(4,153)	(1,567)	-	-		(175,254)	(414,972)	(295,836)	Admin for All	(15.15)
Administration	2231	6.6	-	(325,793)	-	(2,370)	(7,516)	(5,885)	(37)	(19,440)		(35,248)	(361,041)	(257,387)	(17.75)	(13.18)
Transportation	2721	45.2	-	(676,985)	(5,670)	-	-	(47)	-	(82,673)		(88,390)	(765,375)	(545,639)	per pupil	(27.94)
Other Miscellaneous		-	-	(5,956)	(878)	(81)	(57,934)	(236)	-	-		(59,128)	(65,084)	(65,083.61)		(3.33)
Specific Administration	2410	-	-	-	-	(1,317)	-	-	-	-		(1,317)	(1,317)	(939)		(0.05)

Grant	Grant Code																
IDEA Title VIB 22	4027	(454,224)	1,260,942	(836,092)	(199,822)	-	(225,029)	-	-	-	-	(424,851)	(1,260,942)	-	1,355,261	(359,905)	
Program Name	Prog #																
General	1700	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total School Programs	170X	-	(834,311)	(159,252)	-	(218,525)	-	-	-	-	-	(377,776)	(1,212,087)	(1,212,087)	-	-	-
SWAAAC	1780	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Psychologist	2140	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration	2231	-	(1,781)	(40,571)	-	(3,908)	-	-	-	-	-	(44,478)	(46,259)	(46,259)	-	-	-
Workman's Comp	2850	-	-	-	-	(2,596)	-	-	-	-	-	(2,596)	(2,596)	(2,596)	-	-	-

Grant	Grant Code																
IDEA Title VIB PS 22	4173	(9,828)	17,104	(16,980)	-	-	(76)	(48)	-	-	-	(124)	(17,104)	-	20,042	(6,890)	
Program Name	Prog #																
Preschool	0041	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Preschool	1791	-	(16,980)	-	-	-	-	(48)	-	-	-	(48)	(17,028)	(17,028)	-	-	-
Workman's Comp	2850	-	-	-	-	-	(76)	-	-	-	-	(76)	(76)	(76)	-	-	-

Grand Total Consolidated			3,821,363	(8,703,984)	(731,014)	(3,916)	(464,160)	(95,521)	(34,126)	(104,097)	(1,432,834)	(10,136,818)	(6,315,455)	1,374,849	(367,119)		
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EL PASO COUNTY SCHOOL DISTRICT 49  
District Financial Summary  
Special Programs Review  
February 29, 2016  
2015-16 Fiscal Year



February 29, 2016												Total		Current Year			
2015-16 Fiscal Year		Beginning Balance	Recognized	Total	Purchase Services					Total	Grand		Net Receipts	Net Cost			
		Sheet Revenue	Revenue	Personnel	Professional	Property	Other	Supplies	Equipment	Other	Implementation	Total Spend	Net Cost	Net Receipts	Net Cost		
Percent of year completed		(Accr) / Defer		Costs							Costs			(Distributions)	per total sFTE		
67%																	
		8100	1900		300	400	500	600	700	800	900						

Special Education Programs														SPED ct.	Spec. sFTE	Gross / SPED	Net / SPED
15-16 cBud														1,539	373	(9,111.16)	(7,101.66)
Designated Funding Grant Coc eFTE																(37,592.71)	(29,301.49)

ECEA Fund 10	3130	473.9	3,092,625	(11,832,674)	(1,054,976)	(9,200)	(696,835)	(143,599)	(37,723)	(247,072)	(2,189,405)	(14,022,080)	(10,929,455)	(718.14)	(559.75)
Program Name	Prog #														
General	1700	1.5	-	(290,387)	-	-	-	-	-	-	-	(290,387)	(226,341)		(11.59)
Total School Programs	170X	113.7	-	(3,052,952)	(83,239)	(2,200)	(473,044)	(87,491)	(660)	(3,210)	(649,843)	(3,702,795)	(2,886,129)		(147.81)
Adaptive Physical Disability	1710	3.0	-	(140,180)	-	-	(3,700)	(1,500)	-	-	(5,200)	(145,380)	(113,316)	(807,666.61)	(5.80)
Vision Impaired	1720	1.5	-	(77,187)	-	-	(1,350)	(500)	-	-	(1,850)	(79,037)	(61,605)		(3.16)
Hearing Impaired	1730	-	-	-	-	-	(1,700)	(1,000)	(251)	-	(2,951)	(2,951)	#DIV/0!		#DIV/0!
SLIC - Sig Lim Intell Cap	1740	29.3	-	(720,175)	-	-	-	-	-	-	-	(720,175)	(720,175)		(36.88)
SIED - Sig ID Emot Disab	1750	42.0	-	(880,981)	-	-	-	-	-	-	-	(880,981)	(686,677)		(35.17)
SOCO - Autism (Soc/Comn	1760	31.5	-	(692,760)	-	-	-	-	-	-	-	(692,760)	(539,969)		(27.65)
SLD - Speech/Lang Disab	1770	-	-	-	-	-	-	-	-	-	-	-	-		-
Speech Path / Language	1771	25.5	-	(870,534)	(644,249)	-	(6,700)	(2,000)	-	-	(652,949)	(1,523,483)	(1,187,473)		(60.82)
MH - Multiple Handicap	1780	84.0	-	(1,595,727)	-	(500)	(2,100)	(12,372)	(28,400)	-	(43,372)	(1,639,099)	(1,277,589)		(65.43)
Preschool	1791	17.2	-	(461,001)	-	(500)	(105,204)	(9,300)	(893)	(1,850)	(117,747)	(578,748)	(451,103)		(23.10)
Elevates	1797	-	-	-	-	-	-	-	-	-	-	-	-		-
Extended School Year	1798	-	-	-	-	-	-	-	-	-	-	-	-		-
Summer School	1799	-	-	(255)	-	-	(25,330)	(6,000)	-	-	(31,330)	(31,585)	(24,619)		(1.26)
Social Work / Behavioral S	2113	6.0	-	(265,745)	-	-	-	-	-	-	-	(265,745)	(207,134)		(10.61)
SWAAAC Admin	2126	-	-	-	-	-	-	-	-	-	-	-	-		-
Health Svc / Nurses	2130	15.0	-	(354,289)	-	(1,500)	(6,000)	(4,225)	-	(75)	(11,800)	(366,089)	(285,346)		(14.61)
Psychologist	2140	10.5	-	(448,394)	-	-	(6,250)	(2,000)	-	-	(8,250)	(456,644)	(355,930)		(18.23)
Deaf & HH	2150	3.8	-	(151,516)	-	-	(1,222)	(2,050)	(2,979)	-	(6,252)	(157,767)	(122,971)		(6.30)
Occupational/Physical Ther	2160	13.5	-	(375,098)	(322,028)	-	(7,000)	(5,500)	-	-	(334,528)	(709,626)	(553,115)	All charters	(28.33)
Administration	2231	10.3	-	(476,048)	-	(3,900)	(8,000)	(8,562)	(400)	(31,940)	(52,802)	(528,849)	(412,209)	(18.88)	(21.11)
Transportation	2721	65.8	-	(969,808)	(5,460)	-	-	(1,100)	(2,540)	(209,997)	(219,097)	(1,188,905)	(926,687)	per pupil	(47.46)
Other Miscellaneous		-	-	(9,639)	-	-	(49,235)	-	-	-	(49,235)	(58,875)	(45,889.51)		(2.35)
Administration	2410	-	-	-	-	(600)	-	-	-	-	(600)	(600)	(468)		(0.02)

Grant	Grant Code														
IDEA Title VIB 22	4027	-	2,673,965	(1,572,512)	(399,644)	-	(701,809)	-	-	-	(1,101,453)	(2,673,965)	-	2,673,965	-
Program Name	Prog #														
General	1700		-	-	-	-	-	-	-	-	-	-	-		
Total School Programs	170X		-	(1,570,012)	(318,503)	-	(675,000)	-	-	-	(993,503)	(2,563,515)	(2,563,515)		
SWAAAC	1780		-	-	-	-	-	-	-	-	-	-	-		
Psychologist	2140		-	-	-	-	-	-	-	-	-	-	-		
Administration	2231		-	(2,500)	(81,141)	-	(26,809)	-	-	-	(107,950)	(110,450)	(110,450)		
Workman's Comp	2850		-	-	-	-	-	-	-	-	-	-	-		

Grant	Grant Code														
IDEA Title VIB PS 22	4173	-	30,840	(27,114)	-	-	-	(3,726)	-	-	(3,726)	(30,840)	-	30,840	-
Program Name	Prog #														
Preschool	0041		-	-	-	-	-	-	-	-	-	-	-		
Preschool	1791		-	(27,114)	-	-	-	(3,726)	-	-	(3,726)	(30,840)	(30,840)		
Workman's Comp	2850		-	-	-	-	-	-	-	-	-	-	-		

Grand Total Consolidated			5,797,430	(13,432,300)	(1,454,620)	(9,200)	(1,398,644)	(147,325)	(37,723)	(247,072)	(3,294,584)	(16,726,885)	(10,929,455)	2,704,087	(560)
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EL PASO COUNTY SCHOOL DISTRICT 49  
District Financial Summary  
Special Programs Review  
February 29, 2016  
2015-16 Fiscal Year



Percent of year completed	67%	Beginning Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services			Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Net Cost	Current Year Net Receipts (Distributions)	Net Cost per total sFTE
					Professional	Property	Other								

Special Education Programs

cAct v cBud

Designated Funding	Grant Code	eFTE										SPED ct.	Spec. sFTE	Gross / SPED	Net / SPED
ECEA Fund 10	3130	(160.3)	(549,308)	3,981,761	523,784	5,284	457,780	48,125	3,597	142,975	1,181,547	5,163,308	4,614,000	264	236
Program Name	Prog #														
General	1700	3.5	-	138,589	-	-	217,000	-	-	-	217,000	355,589	355,589		14
Total School Programs	170X	(38.1)	-	950,464	53,118	2,200	190,451	24,514	150	1,595	272,028	1,222,492	1,222,492		57
Adaptive Physical Disability	1710	(1.0)	-	47,096	-	-	1,163	359	-	-	1,522	48,617	48,617		2
Vision Impaired	1720	(0.5)	-	25,918	-	-	466	500	-	-	966	26,884	26,884		1
Hearing Impaired	1730	-	-	-	-	-	805	720	1	-	1,527	1,527	1,527	#DIV/0!	
SLIC - Sig Lim Intell Cap	1740	(5.7)	-	261,187	-	-	-	-	-	-	-	261,187	261,187		13
SIED - Sig Id Emot Disab	1750	(16.7)	-	307,210	-	-	-	-	-	-	-	307,210	307,210		14
SOCO - Autism (Soc/Comm)	1760	(11.6)	-	236,215	-	-	-	-	-	-	-	236,215	236,215		11
SLD - Speech/Lang Disab	1770	0.2	-	-	-	-	-	-	-	-	-	-	-		-
Speech Path / Language	1771	(8.4)	-	304,343	319,260	-	3,536	1,992	-	-	324,787	629,130	629,130		28
MH - Multiple Handicap	1780	(30.2)	-	543,784	-	421	540	732	(229)	-	1,464	545,248	545,248		25
Preschool	1791	(7.9)	-	189,996	-	431	37,899	3,549	0	1,555	43,434	233,430	233,430		10
Elevates	1797	-	-	-	-	-	-	-	-	-	-	-	-		-
Extended School Year	1798	-	-	-	-	-	-	-	-	-	-	-	-		-
Summer School	1799	0.5	-	-	-	-	9,216	6,000	-	-	15,216	15,216	15,216		1
Social Work / Behavioral Sp	2113	(2.3)	-	76,785	-	-	-	-	-	-	-	76,785	76,785		4
SWAAAC Admin	2126	-	-	-	-	-	-	-	-	-	-	-	-		-
Health Svc / Nurses	2130	(6.0)	-	127,925	-	1,500	1,071	373	-	-	2,944	130,869	130,869		6
Psychologist	2140	(3.6)	-	142,135	-	-	931	1,841	-	-	2,772	144,907	144,907		7
Deaf & HH	2150	(1.5)	-	47,976	-	-	70	119	371	-	560	48,536	48,536		2
Occupational/Physical Ther	2160	(6.8)	-	135,379	152,495	-	2,847	3,933	-	-	159,275	294,653	294,653	All charters	13
Administration	2231	(3.7)	-	150,255	-	1,530	484	2,676	363	12,501	17,554	167,808	167,808	1.13	8
Transportation	2721	(20.6)	-	292,823	(210)	-	-	1,053	2,540	127,324	130,707	423,530	423,530	per pupil	20
Other Miscellaneous	several	-	-	3,683	(878)	(81)	(8,698)	(236)	-	-	(9,892)	(6,209)	(6,209)		(1)
Administration	2410	-	-	-	-	(717)	-	-	-	-	(717)	(717)	(717)		(0)

Grant	Grant Code														
IDEA Title VIB 22	4027	(454,224)	(1,413,023)	736,420	199,822	-	476,780	-	-	-	676,602	1,413,023	-	(1,318,704)	(359,905)
Program Name	Prog #														
General	1700		-	-	-	-	-	-	-	-	-	-	-		
Total School Programs	170X		-	735,701	159,252	-	456,475	-	-	-	615,727	1,351,428	1,351,428		
SWAAAC	1780		-	-	-	-	-	-	-	-	-	-	-		
Psychologist	2140		-	-	-	-	-	-	-	-	-	-	-		
Administration	2231		-	719	40,571	-	22,901	-	-	-	63,472	64,191	64,191		
Workman's Comp	2850		-	-	-	-	(2,596)	-	-	-	(2,596)	(2,596)	(2,596)		

Grant	Grant Code														
IDEA Title VIB PS 22	4173	(9,828)	(13,736)	10,134	-	-	(76)	3,678	-	-	3,602	13,736	-	(10,798)	(6,890)
Program Name	Prog #														
Preschool	0041		-	-	-	-	-	-	-	-	-	-	-		
Preschool	1791		-	10,134	-	-	-	3,678	-	-	3,678	13,812	13,812		
Workman's Comp	2850		-	-	-	-	(76)	-	-	-	(76)	(76)	(76)		

Grand Total Consolidated		(1,976,066)		4,728,316	723,606	5,284	934,484	51,804	3,597	142,975	1,861,751	6,590,067	4,614,000		
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EL PASO COUNTY SCHOOL DISTRICT 49  
District Financial Summary  
Special Programs Review

February 29, 2016		Beginning Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services			Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Net Cost	Current Year Net Receipts (Distributions)	Net Cost per total sFTE
2015-16 Fiscal Year	Percent of year completed				Professional	Property	Other								
	67%														

Consolidated PreSchool Analysis

Tuition Based		Program 0040													
Fund 10															
CY Headcount is 53	15-16 cAct		111,409	(156,063)	-	-	-	(5,717)	-	(237)	(5,953)	(162,016)	(50,607)	111,409	35% of non-SPED 20% of total spend
17% of total PK; and	15-16 cBud		108,050	(199,494)	-	-	(22)	(6,619)	-	(1,674)	(8,314)	(207,809)	(99,759)	108,050	30% of non-SPED HC 17% of total headcount
29% of Tuition + CPP.	cAct v cBud		(3,359)	(43,431)	-	-	(22)	(902)	-	(1,437)	(2,361)	(45,793)	(49,151)	(3,359)	
14-15 cAct is 53, 17% & 29%	14-15 cAct		144,414	(168,049)	-	-	-	(3,814)	-	(559)	(4,372)	(172,422)	(28,008)	144,414	
															15% of total spend
															29% of non-SPED

Colorado Preschool Program

		Program 0040													
Fund 19															
CY Headcount is 125	15-16 cAct	(4,247)	297,343	(217,959)	-	-	(66,887)	(19,634)	-	(313)	(86,834)	(304,793)	(7,450)	301,590	65% of non-SPED 38% of total spend
40% of total PK; and	15-16 cBud	(4,247)	446,014	(326,628)	-	-	(113,665)	(29,223)	-	(2,866)	(145,754)	(472,382)	(26,368)	450,261	70% of non-SPED HC 41% of total headcount
70% of Tuition + CPP.	cAct v cBud		148,671	(108,669)	-	-	(46,778)	(9,589)	-	(2,554)	(58,920)	(167,590)	(18,918)	148,671	
14-15 cAct is 125, 40% & 70%	14-15 cAct	0	412,399	(291,121)	-	-	(110,192)	(10,566)	-	(519)	(121,278)	(412,399)	(0)	412,399	
											3,299				35% of total spend
											per pupil				71% of non-SPED

PreK Special Ed

		Program 1791													
Fund 10															
CY Headcount is 129	15-16 cAct		111,409	(271,005)	-	(69)	(67,305)	(5,751)	(893)	(295)	(74,313)	(345,318)	(233,909)	111,409	43% of total spend
42% of total PK	15-16 cBud		108,050	(461,001)	-	(500)	(105,204)	(9,300)	(893)	(1,850)	(117,747)	(578,748)	(470,698)	108,050	42% of total headcount
	cAct v cBud		(3,359)	(189,996)	-	(431)	(37,899)	(3,549)	(0)	(1,555)	(43,434)	(233,430)	(236,788)	(3,359)	
14-15 cAct is 129, 42%	14-15 cAct		144,414	(459,498)	(280)	(205)	(112,569)	(7,390)	-	(671)	(121,114)	(580,612)	(436,198)	144,414	
															50% of total spend

All Preschool Programs

All Funds															
15-16 cAct		520,161	(645,027)	-	(69)	(134,192)	(31,102)	(893)	(844)	(167,100)	(812,127)	(291,966)	520,161	-	2,645 average per pupil spend
15-16 cBud		662,114	(987,123)	-	(500)	(218,890)	(45,142)	(893)	(6,390)	(271,816)	(1,258,939)	(596,824)	662,114	-	
cAct v cBud		141,954	(342,097)	-	(431)	(84,698)	(14,040)	(0)	(5,546)	(104,715)	(446,812)	(304,858)	141,954	-	
14-15 cAct		701,226	(918,668)	(280)	(205)	(222,761)	(21,770)	-	(1,748)	(246,764)	(1,165,433)	(464,206)	701,226	-	3,796 average per pupil spend

EL PASO COUNTY SCHOOL DISTRICT 49  
District Financial Summary  
Special Programs Review  
February 29, 2016  
2015-16 Fiscal Year



February 29, 2016		Beginning Balance		Total		Purchase Services				Total		Grand		Current Year		Net Cost	
2015-16 Fiscal Year		Sheet Revenue		Personnel		Professional		Property		Other		Implementation		Total Spend		Net Receipts	
Percent of year completetd		(Accr) / Defer		Costs								Costs				(Distributions)	
67%																per total sFTE	
Other Designated Funding 15-16 cAct																	
CVA Fund 10	3120	-	-	(732,648)	(3,213)	-	(115,506)	(152,516)	(89,976)	(56,644)	(417,854)	(1,150,502)	(1,150,502)				-
ECEA Fund 10	3130	-	2,543,317	(7,850,913)	(531,192)	(3,916)	(239,055)	(95,473)	(34,126)	(104,097)	(1,007,859)	(8,858,772)	(6,315,455)				
ELPA Fund 10	3140	-	128,466	(650,367)	(2,209)	-	(65,438)	(14,046)	(5,047)	(338)	(87,079)	(737,445)	(608,979)				
G&T Fund 10	3150	-	117,099	(211,507)	(5,921)	-	(11,730)	(12,243)	(2,156)	(239)	(32,289)	(243,796)	(126,697)				
READ Act 10	3206	-	212,223	(58,976)	-	-	(109,624)	(43,622)	-	-	(153,246)	(212,223)	-				
Transportation 10	3160	-	378,047	(1,275,890)	(65,864)	(11,625)	(23,738)	(248,839)	(5,929)	300,728	(55,267)	(1,331,157)	(953,110)				
DOE ImpAid 10	4041	-	259,770	-	-	-	-	-	-	-	-	-	259,770				
DOD ROTC 10	9001	-	90,947	(295,080)	-	-	(1,774)	-	-	-	(1,774)	(296,854)	(205,907)				
DOD ImpAid 10	9005	-	-	-	-	-	-	-	-	-	-	-	-				
CPP Fund 19	3141	(0)	297,343	(217,959)	-	-	(66,887)	(19,634)	-	(313)	(86,834)	(304,793)	(7,450)	289,893		(7,450)	
State NutrMatch 51	3161		(37,980)								-	-	(37,980)	(37,980)		-	
Start Smart 51	3164		(3,884)								-	-	(3,884)	(3,884)		-	
K-2 Reduced 51	3169		(13,520)								-	-	(13,520)	(13,520)		-	
Commodities 51	4550		-								-	-	-	-		-	
FR Bkfast 51	4553		(137,054)								-	-	(137,054)	(137,054)		-	
FR Lunch 51	4555		(1,016,757)								-	-	(1,016,757)	(1,016,757)		-	
Other Designated Funding 15-16 cBud																	
CVA Fund 10	3120	-	781,999	(1,129,579)	(6,500)	-	(221,669)	(233,289)	(133,105)	(138,414)	(732,977)	(1,862,556)	(1,080,557)				-
ECEA Fund 10	3130	-	3,092,625	(11,832,674)	(1,054,976)	(9,200)	(696,835)	(143,599)	(37,723)	(247,072)	(2,189,405)	(14,022,080)	(10,929,455)				
ELPA Fund 10	3140	-	263,856	(1,047,012)	(15,000)	-	(124,100)	(24,887)	(18,000)	(1,000)	(182,987)	(1,229,999)	(966,143)				
G&T Fund 10	3150	-	150,000	(367,639)	(17,270)	-	(31,487)	(28,300)	(3,000)	(3,000)	(83,057)	(450,696)	(300,696)				
READ Act 10	3206	-	581,598	(166,208)	-	-	(110,033)	(305,357)	-	-	(415,390)	(581,598)	-				
Transportation 10	3160	-	378,047	(1,856,801)	(87,491)	(46,366)	(34,950)	(518,375)	(15,024)	393,850	(308,356)	(2,165,157)	(1,787,110)				
DOE ImpAid 10	4041	-	666,910	-	-	-	-	-	-	-	-	-	666,910				
DOD ROTC 10	9001	-	172,800	(444,721)	-	-	(1,750)	-	-	-	(1,750)	(446,471)	(273,671)				
DOD ImpAid 10	9005	-	228,230	-	-	-	-	-	-	-	-	-	228,230				
CPP Fund 19	3141	(0)	446,014	(326,628)	-	-	(113,665)	(29,223)	-	(2,866)	(145,754)	(472,382)	(26,368)	419,646		(26,368)	
State NutrMatch 51	3161		-								-	-	-	-		-	
Start Smart 51	3164		(4,703)								-	-	(4,703)	(4,703)		-	
K-2 Reduced 51	3169		(20,827)								-	-	(20,827)	(20,827)		-	
Commodities 51	4550		-								-	-	-	-		-	
FR Bkfast 51	4553		(176,067)								-	-	(176,067)	(176,067)		-	
FR Lunch 51	4555		(1,463,912)								-	-	(1,463,912)	(1,463,912)		-	
Other Designated Funding cAct v cBud																	
CVA Fund 10	3120	-	781,999	(396,931)	(3,288)	-	(106,164)	(80,773)	(43,129)	(81,770)	(315,123)	(712,054)	69,945				-
ECEA Fund 10	3130	-	549,308	(3,981,761)	(523,784)	(5,284)	(457,780)	(48,125)	(3,597)	(142,975)	(1,181,547)	(5,163,308)	(4,614,000)				
ELPA Fund 10	3140	-	135,390	(396,645)	(12,791)	-	(58,662)	(10,841)	(12,953)	(662)	(95,909)	(492,554)	(357,164)				
G&T Fund 10	3150	-	32,901	(156,132)	(11,349)	-	(19,757)	(16,057)	(844)	(2,761)	(50,768)	(206,900)	(173,999)				
READ Act 10	3206	-	369,375	(107,231)	-	-	(409)	(261,735)	-	-	(262,144)	(369,375)	-				
Transportation 10	3160	-	-	(580,911)	(21,627)	(34,741)	(11,212)	(269,536)	(9,095)	93,122	(253,089)	(834,000)	(834,000)				
DOE ImpAid 10	4041	-	407,140	-	-	-	-	-	-	-	-	-	407,140				
DOD ROTC 10	9001	-	81,853	(149,641)	-	-	24	-	-	-	24	(149,617)	(67,764)				
DOD ImpAid 10	9005	-	228,230	-	-	-	-	-	-	-	-	-	228,230				
CPP Fund 19	3141	-	148,671	(108,669)	-	-	(46,778)	(9,589)	-	(2,554)	(58,920)	(167,590)	(18,918)	129,753		(18,918)	
State NutrMatch 51	3161		37,980								-	-	37,980	37,980		-	
Start Smart 51	3164		(819)								-	-	(819)	(819)		-	
K-2 Reduced 51	3169		(7,307)								-	-	(7,307)	(7,307)		-	
Commodities 51	4550		-								-	-	-	-		-	
FR Bkfast 51	4553		(39,012)								-	-	(39,012)	(39,012)		-	
FR Lunch 51	4555		(447,155)								-	-	(447,155)	(447,155)		-	

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Percent of year completed	67%	General Fund	CPP	Insurance Reserve	Health Insurance	Grants	MLO / COP Transact Fund	G.O. Bond Redemption	Cap Reserve	Cap Projects Building Fund	Kids' Corner	FFS Transportation	Nutrition Services	Scholarship	School Activity Accts
Fund #s ->		10	19	18	64	22 & 26	16	31	15	43	27	25	21	73	23 & 74
Consolidated Balance Sheet Summary															
Assets															
Pooled Cash		484,967	95,751	442,239	-	142,788	-	2,672	-	47,126	3,365	50	53	-	224,176
Other Cash		12,844,901	44,501	-	1,816,256	-	3,901,669	1,455,382	76,066	171,377	35,298	125,293	856,321	6,125	729,575
External Receivables		2,252	-	-	-	487,244	-	-	-	-	-	-	364,493	-	-
Interfund Receivables		1,087,022	(75)	-	(494,830)	(6,641)	(442,357)	-	489,796	42,708	-	(20,026)	458,713	-	276,035
Other Assets (Taxes Rec.)		2,531,294	-	-	-	-	-	-	-	-	-	-	284,548	-	-
Total Assets		16,950,436	140,176	442,239	1,321,426	623,391	3,459,312	1,458,054	565,862	261,212	38,663	105,317	1,964,128	6,125	1,229,786
Liabilities															
Accounts Payable		-	-	-	(280,000)	(152,093)	-	-	-	-	-	-	(44)	-	-
Interfund Payables		-	-	(402,993)	-	(159)	-	(574,354)	-	-	(27,287)	(110,764)	-	-	-
Payroll Liabilities		(10,582,241)	(54,983)	-	-	-	-	-	-	-	(19,628)	(65,609)	(131,162)	-	-
Deferred Revenue		(463,673)	-	-	-	(457,456)	-	-	-	-	-	-	-	-	(1,241,136)
Other Liabilities		-	-	-	-	(13,682)	-	-	-	-	-	40,791	(191,107)	-	926,746
Total Liabilities		(11,045,914)	(54,983)	(402,993)	(280,000)	(623,391)	-	(574,354)	-	-	(46,915)	(135,581)	(322,312)	-	(314,390)
Equity															
BoY Fund Balance	12.30%	(11,611,083)	(92,644)	(262,402)	(2,481,630)	0	(7,538,665)	(15,777,891)	(1,222,484)	(160,020)	8,988	-	(1,374,740)	(7,110)	(1,070,210)
Other Equity Adjustments	0	(73,827)	-	-	-	-	-	-	-	-	(1,636)	-	66,534	-	148,383
Current Year Results	budget	5,780,388	7,450	223,155	1,440,204	-	4,079,353	14,894,192	656,622	(101,192)	900	30,265	(333,610)	985	6,432
Total Equity (Fund Balance)	9.82%	(5,904,522)	(85,194)	(39,246)	(1,041,426)	0	(3,459,312)	(883,700)	(565,862)	(261,212)	8,252	30,265	(1,641,816)	(6,125)	(915,396)
	10.15%	0.096464881	0.279513485	0.052014317	0.177232995	-3.58629E-09	0.694961365	0.036631952	0.175303477	0	-0.039087287	-0.037559704	0.842253467	6.12483	0.543291735
Total Liabilities & Equity		(16,950,436)	(140,176)	(442,239)	(1,321,426)	(623,391)	(3,459,312)	(1,458,054)	(565,862)	(261,212)	(38,663)	(105,317)	(1,964,128)	(6,125)	(1,229,786)
Interfund Netting		-	-	-	-	-	-	-	-	-	-	-	-	-	-
		1,087,022	(75)	(402,993)	(494,830)	(6,800)	(442,357)	(574,354)	489,796	42,708	(27,287)	(130,790)	458,713	-	276,035
					21.9% (542,534)										
15-16 cAct	F10 B / (W)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Revenue	(36,795,489)	(55,428,649)	(297,343)	(531,374)	(4,435,822)	(2,788,396)	(898,351)	(9,229,544)	(2,571,277)	(101,192)	(210,226)	(775,512)	(2,282,923)	(15)	(1,678,474)
Expense	33,164,546	61,209,037	304,793	754,530	5,876,027	2,788,396	4,977,704	24,123,736	3,227,899	-	211,126	805,776	1,949,313	1,000	1,684,906
Net Results	(3,630,943)	5,780,388	7,450	223,155	1,440,204	-	4,079,353	14,894,192	656,622	(101,192)	900	30,265	(333,610)	985	6,432
Expense 15-16 cAct % of 15-16 cBud		65%	65%	101%	72%	42%	54%	100%	71%	-	69%	69%	56%	100%	48%
15-16 cBud	1,706,685 Pace = 67%														
Revenue		(92,224,138)	(446,014)	(750,000)	(8,197,200)	(6,600,348)	(8,074,900)	(8,863,712)	(3,500,000)	(75,000)	(307,688)	(1,175,486)	(3,459,145)	(200)	(3,500,000)
Expense	64.86%	94,373,583	472,382	750,000	8,197,200	6,600,348	9,238,311	24,122,998	4,558,843	75,000	307,688	1,175,486	3,459,145	1,000	3,500,000
Net Results		2,149,445	26,368	-	-	-	1,163,411	15,259,286	1,058,843	-	-	(0)	-	800	-
15-16 cAct Encumbrances		(63,880,476)	(342,176)	(754,530)	(4,494,507)	(3,390,900)	(5,003,248)	(24,123,736)	(3,612,227)	(7,691)	(212,812)	(805,776)	(1,949,784)	(1,000)	(1,684,906)
				(4,530)				(738)							

EL PASO COUNTY SCHOOL DISTRICT 49  
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Percent of year completed	67%	General Fund	CPP	Insurance Reserve	Health Insurance	Grants	MLO / COP Transact Fund	G.O. Bond Redemption	Cap Reserve	Cap Projects Building Fund	Kids' Corner	FFS Transportation	Nutrition Services	Scholarship	School Activity Accts
Fund #s ->		10	19	18	64	22 & 26	16	31	15	43	27	25	21	73	23 & 74
Revenue Categorical		15-16 cAct													
Property Tax	1110	1,094,031	-	-	-	-	434,146	452,623	-	-	-	-	-	-	-
Specific Ownership Tax	1130	1,602,869	-	-	-	-	459,060	-	-	-	-	-	-	-	-
Abatements	1141	(24,209)	-	-	-	-	(9,618)	(11,003)	-	-	-	-	-	-	-
Subtotal Net Tax Revenue		2,672,692	-	-	-	-	883,588	441,620	-	-	-	-	-	-	-
Charter School Cost Reimb.	1054	1,715,454	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	1500	28,474	-	-	2,493	-	9,802	(2,305)	-	-	-	180	-	15	1,148
All Other Local Revenue	1000	(622,971)	-	98,041	1,486,106	165,060	-	6,108	237,944	101,192	210,226	260,117	1,073,254	-	1,677,326
Total Local Revenue		3,793,649	-	98,041	1,488,599	165,060	893,390	445,423	237,944	101,192	210,226	260,297	1,073,254	15	1,678,474
State Share (Equalization)	3110	84,927,683	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other State Revenue	3000	3,491,209	-	-	-	-	-	-	-	-	-	515,215	55,384	-	-
Total State Revenue		88,418,892	-	-	-	-	-	-	-	-	-	515,215	55,384	-	-
Federal Revenue	4000	350,717	-	-	-	2,623,336	-	-	-	-	-	-	1,154,285	-	-
Interfund Transfers	5000	(2,766,667)	-	433,333	-	-	-	-	2,333,333	-	-	-	-	-	-
Per-Pupil Direct Allocations	5500	(297,343)	297,343	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Allocation	5700	(35,786,054)	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Revenue		1,715,454	-	-	2,947,223	(0)	4,961	8,784,122	-	-	-	-	-	-	-
Total Other Revenue		(37,134,609)	297,343	433,333	2,947,223	(0)	4,961	8,784,122	2,333,333	-	-	-	-	-	-
Total Revenue		55,428,649	297,343	531,374	4,435,822	2,788,396	898,351	9,229,544	2,571,277	101,192	210,226	775,512	2,282,923	15	1,678,474
Expense Categorical by Object					#DIV/0!										
Regular Salaries	110	(36,721,470)	(164,412)	-	-	(1,214,721)	(150,544)	-	-	-	(109,287)	(351,986)	(737,189)	-	-
Other Salaries (sub, extra, etc.)	100	(1,769,792)	(521)	(8,100)	-	(57,568)	(45)	-	-	-	(22,163)	(92,432)	(19,386)	-	-
Medicare	221	(532,252)	(2,253)	(117)	-	(12,654)	(695)	-	-	-	(1,618)	(6,147)	(10,416)	-	-
PERA (employer share)	230	(6,880,687)	(29,002)	-	-	(161,804)	(9,050)	-	-	-	(20,735)	(78,739)	(133,398)	-	-
Insurance & Other	200	(3,983,108)	(21,771)	-	-	(199,255)	(3,322)	-	-	-	(18,950)	(156,180)	(81,808)	-	-
Total Personnel Costs		(49,887,309)	(217,959)	(8,217)	-	(1,646,002)	(163,657)	-	-	-	(172,753)	(685,485)	(982,197)	-	-
Purchase Services-Professionals	300	(2,803,401)	-	(98,880)	(5,876,027)	(310,323)	(187,459)	(610,240)	-	-	(6,831)	(80)	(3,298)	-	(98,090)
Purchase Services-Property	400	(936,508)	-	-	-	-	(60,143)	-	(862,024)	-	(10,600)	-	(90,319)	-	(31,049)
Purchase Services-Other	500	(2,592,762)	(66,887)	(639,041)	-	(303,009)	(45,333)	-	(31,300)	-	(713)	(16,690)	(32,631)	-	(83,184)
Supplies	600	(3,712,005)	(19,634)	-	-	(224,412)	(128,420)	-	(22,551)	-	(17,123)	-	(824,684)	-	(1,297,890)
Equipment	700	(656,849)	-	(8,391)	-	(275,486)	(692,724)	-	(1,841,840)	-	(2,094)	-	(386)	-	-
Other		(620,203)	(313)	(0)	-	(29,165)	(3,699,969)	(23,513,496)	(470,184)	-	(1,012)	(103,521)	(15,798)	(1,000)	(174,693)
Total Implementation Costs		(11,321,728)	(86,834)	(746,312)	(5,876,027)	(1,142,394)	(4,814,047)	(24,123,736)	(3,227,899)	-	(38,373)	(120,292)	(967,116)	(1,000)	(1,684,906)
Total Expense		(61,209,037)	(304,793)	(754,530)	(5,876,027)	(2,788,396)	(4,977,704)	(24,123,736)	(3,227,899)	-	(211,126)	(805,776)	(1,949,313)	(1,000)	(1,684,906)
Net Revenue (Expense)		(5,780,388)	(7,450)	(223,155)	(1,440,204)	-	(4,079,353)	(14,894,192)	(656,622)	101,191.56	(900)	(30,265)	333,610	(985)	(6,432)

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Percent of year completed	67%	General Fund	CPP	Insurance Reserve	Health Insurance	Grants	MLO / COP Transact Fund	G.O. Bond Redemption	Cap Reserve	Cap Projects Building Fund	Kids' Corner	FFS Transportation	Nutrition Services	Scholarship	School Activity Accts
Fund #s ->		10	19	18	64	22 & 26	16	31	15	43	27	25	21	73	23 & 74
Revenue Categorical		15-16 cBud													
Property Tax	1110	17,650,507	-	-	-	-	7,363,350	86,327	-	-	-	-	-	-	-
Specific Ownership Tax	1130	2,421,480	-	-	-	-	701,250	-	-	-	-	-	-	-	-
Abatements	1141	54,615	-	-	-	-	-	(9,590)	-	-	-	-	-	-	-
Subtotal Net Tax Revenue		20,126,602	-	-	-	-	8,064,600	76,736	-	-	-	-	-	-	-
Charter School Cost Reimb.	1850	2,365,930	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	1500	45,700	-	-	1,700	-	10,300	(2,909)	-	-	-	-	-	50	-
All Other Local Revenue	1000	(1,973,530)	-	100,000	8,195,500	296,776	-	5,763	-	75,000	307,688	660,271	1,793,637	150	3,500,000
Total Local Revenue		20,564,702	-	100,000	8,197,200	296,776	8,074,900	79,590	-	75,000	307,688	660,271	1,793,637	200	3,500,000
State Share (Equalization)	3110	131,969,215	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other State Revenue	3000	5,697,085	-	-	-	-	-	-	-	-	-	515,215	25,530	-	-
Total State Revenue		137,666,301	-	-	-	-	-	-	-	-	-	515,215	25,530	-	-
Federal Revenue	4000	1,067,940	-	-	-	6,303,573	-	-	-	-	-	-	1,639,978	-	-
Interfund Transfers	5000	(4,150,000)	-	650,000	-	-	-	-	3,500,000	-	-	-	-	-	-
Per-Pupil Direct Allocations	5500	(446,014)	446,014	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Allocation	5700	(64,844,720)	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Revenue		2,365,930	-	-	-	0	-	8,784,122	-	-	-	-	-	-	-
Total Other Revenue		(67,074,804)	446,014	650,000	-	0	-	8,784,122	3,500,000	-	-	-	-	-	-
Total Revenue		92,224,138	446,014	750,000	8,197,200	6,600,348	8,074,900	8,863,712	3,500,000	75,000	307,688	1,175,486	3,459,145	200	3,500,000
Expense Categorical by Object															
Regular Salaries	110	(55,412,117)	(200,876)	-	-	(4,167,587)	-	-	-	-	(162,014)	(548,228)	(1,003,431)	-	-
Other Salaries	100	(3,212,250)	(62,948)	-	-	(135,127)	-	-	-	-	(31,037)	(72,000)	(31,000)	-	-
Medicare	221	(823,592)	(1,714)	-	-	(12,640)	-	-	-	-	(2,418)	(8,850)	(58,112)	-	-
PERA (employer share)	230	(10,289,414)	(24,092)	-	-	(100,821)	-	-	-	-	(30,789)	(114,521)	(102,423)	-	-
Insurance	200	(6,217,342)	(36,998)	-	-	(980,803)	-	-	-	-	(28,086)	(268,343)	(205,933)	-	-
Total Personnel Costs		(75,954,716)	(326,628)	-	-	(5,396,978)	-	-	-	-	(254,343)	(1,011,942)	(1,400,899)	-	-
80%		29.6%	23.8%	-	-	25.4%	-	-	-	-	31.7%	63.2%	35.4%	-	-
Purchase Services-Professionals	300	(4,443,294)	-	(92,715)	(8,095,100)	(633,958)	(270,000)	(609,502)	-	-	(3,986)	-	(7,214)	-	(115,958)
Purchase Services-Property	400	(1,656,919)	-	-	-	(2,000)	-	-	(971,624)	-	(20,700)	-	(39,420)	-	(7,409)
Purchase Services-Other	500	(4,129,172)	(113,665)	(657,285)	-	(830,451)	-	-	(24,930)	-	(1,552)	(6,000)	(91,750)	-	(86,652)
Supplies	600	(6,039,303)	(29,223)	-	-	883,302	(38,170)	-	(29,137)	-	(20,910)	-	(1,571,016)	-	(3,077,230)
Equipment	700	(857,580)	-	-	-	(359,891)	-	-	(2,763,613)	(75,000)	(3,904)	-	(780)	-	-
Other		(1,292,599)	(2,866)	-	(102,100)	(260,372)	(8,930,141)	(23,513,496)	(769,539)	-	(2,293)	(157,544)	(348,065)	(1,000)	(212,752)
Total Implementation Costs		(18,418,867)	(145,754)	(750,000)	(8,197,200)	(1,203,370)	(9,238,311)	(24,122,998)	(4,558,843)	(75,000)	(53,345)	(163,544)	(2,058,245)	(1,000)	(3,500,000)
Total Expense		(94,373,583)	(472,382)	(750,000)	(8,197,200)	(6,600,348)	(9,238,311)	(24,122,998)	(4,558,843)	(75,000)	(307,688)	(1,175,486)	(3,459,145)	(1,000)	(3,500,000)
Net Revenue (Expense)		(2,149,445)	(26,368)	-	-	-	(1,163,411)	(15,259,286)	(1,058,843)	-	-	0	-	(800)	-

## BOARD OF EDUCATION AGENDA ITEM 10

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Peter Hiltz, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	School Accountability Committee Actions
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Based on Board direction, the Chief Education Officer, Zone Leaders, and school principals are establishing and refining SAC bylaws, membership, and overall compliance. The attached materials are a first draft of the guidance and reports principals are following.

**RATIONALE:** School Accountability Committees are both valuable and required as a way to foster community leadership and advice to principals and district leaders.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

#### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Compliant and representative school accountability committees provide appropriate community input to building decisions and improvement plans.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** No action is requested at this time. We are composing SACS and authoring or revising SAC bylaws to begin the new school year. The CEO will present a formal report of SAC bylaws and membership to the BOE at the September work session.

**APPROVED BY:** Peter Hiltz, Chief Education Officer

**DATE:** March 17, 2016

## SAC Expectations for **March 2016**

1. Submit (to CEO) bylaws or comparable organizing documents that, at minimum:
  - a. Describe process for composing membership of SAC
  - b. Include terms of service (1 or 2 years)
  - c. Include criteria and process for removing and replacing members
2. List all current (As of March 1, 2016) members of the SAC  
(We understand not all SAC's are fully composed or compliant)
3. Identify all "student populations that are significantly represented within the school"

These may include:

- a. Students who are members of non-Caucasian races
- b. Students who are eligible for free or reduced-cost lunch
- c. Students with limited English proficiency
- d. Students who are migrant children
- e. Students who are identified as children with disabilities
- f. Students who are identified as gifted children

## Expectations by **August 31**,

4. Post SAC bylaws on school website
5. Post any SAC minutes, and continue posting SAC minutes within two weeks after each meeting
6. Indicate how the membership of your school's SAC meets or exceeds the statutory requirements.  
This means that the SAC must identify, by name, individuals in the following categories:

The principal or principal's designee:	1.
At least one teacher who provides instruction at the school:	2.
At least three parents or legal guardians of students enrolled in the school	3. 4. 5.
At least one adult member of an organization of parents, teachers, and students recognized by the school	6.
At least one person from the community	7.

An individual may not represent more than one of the categories in the left column.

Also, having identified the “student populations that are significantly represented within the school”, indicate which SAC members “reflect the student populations that are significantly represented within the school.” The best way to do this will be with a table, something like:

<b>Student Populations</b>	<b>SAC Member(s)</b>
1. Students who are members of non-Caucasian races	
2. Students who are eligible for free or reduced-cost lunch	
3. Students with limited English proficiency	
4. Students who are migrant children	
5. Students who are identified as children with disabilities	
6. Students who are identified as gifted children	

With regard to reflecting significant student populations, an individual may “reflect” more than one significant student population. For example, a parent of a child who is eligible for free or reduced lunch might also be a parent of a gifted child.

**SAC Composition Report**  
**Power Zone**

	Odyssey	Ridgeview	Stetson	Skyview	Vista
Principal	1.	1.	1.	1.	1.
Teacher	2.	2.	2.	2.	2.
Parent	3.	3.	3.	3.	3.
	4.	4.	4.	4.	4.
	5.	5.	5.	5.	5.
[PTO] or equivalent	6.	6.	6.	6.	6.
Community	7.	7.	7.	7.	7.

## BOARD OF EDUCATION AGENDA ITEM 11

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Peter Hilts, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	Chief Education Officer's 2016 Performance Evaluation Metrics
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education and the Chief Officers have developed a process to efficiently evaluate their performance on an annual basis. Each set of metrics for the chief officers' performance reviews have been updated for the next review cycle.

**RATIONALE:** In order to maintain an annual performance review process the Chief Officers have updated their metrics to evaluate their performance with their Board Liaison. The revisions will be submitted for review at the work session.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

#### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	The Chief Officers can make a significant impact on the community through their involvement and interaction with community stakeholders and professional groups that can leave a positive and lasting impact.
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	By providing key performance metrics, benchmarking performance and continually reviewing performance of its personnel including executive leadership on an annual basis, the district will accomplish this Big Rock.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move the Chief Education Officer's performance evaluation metrics to an action item at the April 14, 2016 board meeting.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 17, 2016

## **ANNUAL PERFORMANCE REVIEW CYCLE FOR the CHIEF EDUCATION OFFICER:**

Performance time frame January - December, Completion: December

When evaluating a senior executive, it is important to align leadership activity with the district's strategic plan. Since the strategic plan is operational, it is helpful to use a portfolio review model where the reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments.

The six sections organize leadership performance into manageable, observable patterns (i.e. Performance Domains from established standards from CDE). For each section, additional insights might be gleaned from existing surveys and feedback systems or the pursuit of new collections related to a particular performance measure.

### **01-Educational Leadership**

- Emphasize *Firm Foundations* through Primary Literacy
- Emphasize *Firm Foundations* through Teacher Preparation

### **02-Strategic Leadership**

- *Launch Every Student to Success*
- 49 Pathways Strategic Plans

### **03-Leadership Development (Inner Ring)**

- Workforce Development Survey and Exemplars
- Peak Partners Academy II

### **04-Cultural Leadership (Outer Ring)**

- Host *Ascent to Excellence* and *Reach your Peak*
- Serve as a Baldrige Examiner

### **05-Communication**

- Win the election--Building our Future Community
- Continue improved performance reporting

### **06- Personnel**

- Study the Studer Group's *Hardwiring Excellence* and *Maximizing Performance*
- Complete an Ed.D. focused on Leadership and Lifecycle Dynamics for Successful School Innovation.



Education Office  
CEO 01-1: Primary Literacy

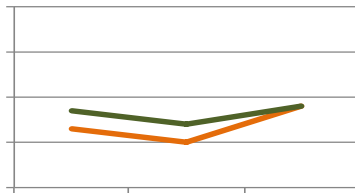
Strategic  
Priority



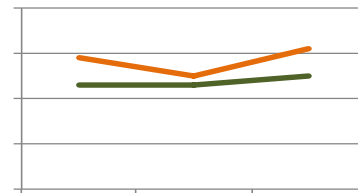
**LEARN:** Literacy performance in D49 is improving but still below expectations.

- ◆ Our percentile rank compared to Colorado and our comparator districts is improving.
- ◆ Our percentage of students reading at benchmark is improving, but not yet excellent.

PARCC ELA Percentile



DIBELS Benchmark



**WORK:** We will increase focus and resources on primary literacy.

- ◆ CO leaders will meet with building literacy teams three times annually to review performance data.
- ◆ The CO literacy team and building teams will dedicate focus, time, and additional staff and budget to improve performance. We will host trainings and events to support this plan.
- ◆ This plan is ongoing with major milestones at the BOY/MOY/EOY of each school year.

**LEAD:** The CEO will serve as the district leader.

- ◆ School principals and zone leaders share primary responsibility for school-level performance.
- ◆ The CO Primary Literacy team and Learning Services Department will provide technical support and assistance.

**RESULTS:** Describe the results this plan is designed to accomplish.

**PROJECTED RESULTS**

- ◆ We project an improvement in our district percentile rank of 10 points by the 2016 PARCC ELA assessment.
- ◆ We project a year-over-year reduction of at least 30% in the district-wide number of 3<sup>rd</sup> grade students well below benchmark on the 2016 EOY DIBELS.

**ACTUAL RESULTS**

Leave this section blank until results are collected.



Education Office  
CEO 01-2: Teacher Preparation

Strategic  
Priority



**LEARN:** | District 49 has acute and chronic teacher shortages in multiple subjects.

- ◆ For many teaching positions, the candidate pool is very small.
- ◆ We do not employ enough qualified instructors to teach in our concurrent enrollment and CTE programs.

Our HR department will develop visuals to represent trends in the number of candidates per open position over a three-year period.

Our CTE and CE Directors will develop visuals to project the number of candidates needed compared to the number currently available and projected to be available over the next three years.

**WORK:** | We will enhance programs for preparing and recruiting teacher candidates.

- ◆ CO leaders will develop a recruiting strategy that builds on the *Olympic City USA* brand for Colorado Springs.
- ◆ The LS Department will enter into preparation relationships with additional colleges and universities.
- ◆ Through 49 Pathways and our CE and CTE programs, District 49 leaders will create a pre-professional pathway for future K-12 educators.

**LEAD:** | The CEO will serve as the district leader.

- ◆ The Human Resources Department will assist in developing recruitment strategies and activities to increase the size and quality of our candidate pool.
- ◆ The Learning Services Department, through the Aha! Network will develop more pathways for teachers to earn classroom, college, and CTE credentials.

**RESULTS:** | Describe the results this plan is designed to accomplish.

**PROJECTED RESULTS**

- ◆ We project a 10% improvement in our ability to attract teacher candidates at teacher fairs.
- ◆ We project a year-over-year improvement of at least 5% in the number of candidates for historically hard-to-fill positions.

**ACTUAL RESULTS**

Leave this section blank until results are collected.



The Best Choice  
To Learn, Work & Lead

Strategic Action  
Plan on a Page

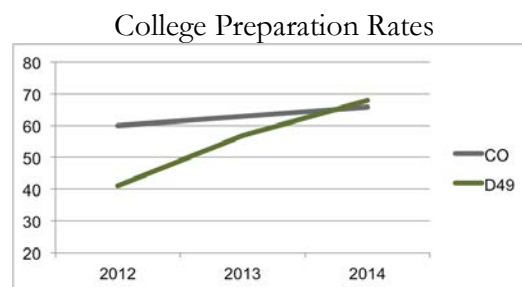
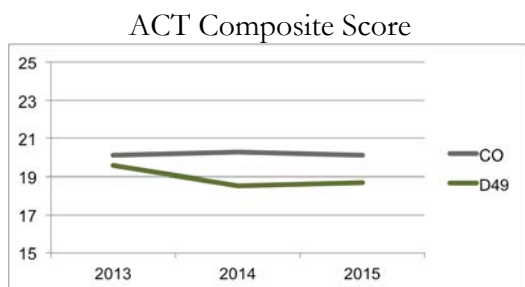
Education Office  
CEO 02-1: 49 Pathways

Strategic  
Priority



**LEARN:** | D49 students perform below state averages for ACT and remediation rates.

- ◆ Our ACT composite average score remains below the Colorado average.
- ◆ Our percentage of graduates who are prepared for college coursework is improving but only slightly better than the CO average.



**WORK:** | We will improve our district ACT composite average and our college preparation rate.

- ◆ Each high school will set a goal for ACT performance in 2016, followed by an SAT performance goal for 2017.
- ◆ High schools will implement research-based programs to enhance participation and test preparation.
- ◆ High schools will increase the numbers of students who demonstrate college readiness before graduating.
- ◆ CO, zone, and high school leaders will meet in spring 2016 to set performance targets for 2016-17.

**LEAD:** | The CEO will serve as the district leader.

- ◆ Secondary school principals and zone leaders share primary responsibility for school-level performance.
- ◆ The CO 49 Pathways team will provide technical support and assistance.

**RESULTS:** | Describe the results this plan is designed to accomplish.

**PROJECTED RESULTS**

- ◆ We project an improvement in our district average ACT composite score rank to 19 on the 2016 ACT.
- ◆ We project an improvement in college preparation of 3% on the 2015 college remediation report.

**ACTUAL RESULTS**

Leave this section blank until results are collected.



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Strategic Action  
Plan on a Page

Education Office  
CEO 03-1: Workforce Engagement

Cultural  
Priority  
Inner Ring



**LEARN:**

D49's workforce reports levels of engagements and satisfaction below role model organizations.

- ◆ District 49 does not conduct a nationally or regionally normed assessment of workforce engagement and satisfaction.
- ◆ District 49 has tracked workforce engagement through the cultural compass and big rocks surveys.

Our HR department will develop visuals to represent workforce engagement measures.

Our HR department will develop visuals to represent workforce satisfaction measures.

**WORK:**

We will improve our ability to measure and report workforce engagement and satisfaction.

- ◆ The HR department and chief officers will select a credible and comparable instrument to measure workforce engagement and satisfaction.
- ◆ The chief officers will guide the Senior Leadership Team to implement research-based programming to improve workforce engagement and satisfaction.

**LEAD:**

The CEO, CBO, and COO will serve as the district leaders.

- ◆ Members of the Senior Leadership Team will model and implement measurable strategies to enhance workforce engagement and satisfaction.

**RESULTS:**

Describe the results this plan is designed to accomplish.

**PROJECTED RESULTS**

- ◆ We project baseline scores on measures of workforce engagement that meet or exceed comparator districts on 60% of items measured.

**ACTUAL RESULTS**

Leave this section blank until results are collected.



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Strategic Action  
Plan on a Page

Education Office  
CEO 03-2: Peak Partners

Cultural  
Priority  
Inner Ring



**LEARN:** | D49 has low levels of engagement and advocacy from community leaders.

- ◆ District 49 does not have reliable access to leaders of our community who lack a direct connection to district schools.
- ◆ District 49 does not have a leadership development system to identify, equip, and invite community leaders into advisory and governance roles.

Our communications, culture, and education offices will develop visuals to represent levels of community participation.

---

**WORK:** | We will improve the quantity and quality of community leadership in District 49.

- ◆ The communications, culture, and education offices will complete and review the first Peak Partners Academy.
- ◆ District 49 will launch Peak Partners 2, a second generation of the leadership development academy.

---

**LEAD:** | The CEO will lead the district effort.

- ◆ Community consultants will conduct a performance review and report to the BOE on the successes and challenges of Peak Partners Leadership Academy 1.

---

**RESULTS:** | Describe the results this plan is designed to accomplish.

**PROJECTED RESULTS**

- ◆ We project a 50% increase in participation in the second cohort of Peak Partners.
- ◆ We project an improvement of 15% in participant satisfaction responses from PP 1 to PP 2

**ACTUAL RESULTS**

Leave this section blank until results are collected.



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## Strategic Action Plan on a Page

Education Office  
CEO 04-1: Ascent to  
Performance Excellence

Cultural  
Priority  
Outer Ring



**LEARN:** | D49 has low levels of workforce understanding of performance excellence.

- ◆ District 49 has not effectively deployed concepts of performance excellence and continuous improvement.
- ◆ Our performance excellence commitments are not well integrated into workplace processes and systems.



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**WORK:** | We will improve the depth and degree of stakeholder understanding of our commitment to continuous improvement through performance excellence.

- ◆ The SLT will host *Ascent to Excellence*, a group climb up Pikes Peak to represent our performance improvement efforts.
- ◆ The SLT will host *Reach Your Peak*, a kickoff event to introduce our district commitment to peak performance.

---

**LEAD:** | The CEO will lead the district effort, with strong collaboration from the CBO and COO.

- ◆ The district wellness team will facilitate training and planning for staff and stakeholders who participate in the *Ascent to Excellence*.
- ◆ The communications department will produce the *Reach Your Peak* event.

---

**RESULTS:** | Describe the results this plan is designed to accomplish.

### **PROJECTED RESULTS**

- ◆ We will establish a baseline measure of familiarity with the concept of performance excellence among our workforce.

### **ACTUAL RESULTS**

Leave this section blank until results are collected.



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**Strategic Action  
Plan on a Page**

**Education Office  
CEO 04-2: Baldrige Examiner**

**Cultural  
Priority  
Outer Ring**



**LEARN:** | D49 does not yet demonstrate an integrated culture of performance excellence.

- ◆ Our commitments to performance excellence are erratic and non-systematic.
- ◆ Our familiarity with national role-model performance is low.



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**WORK:** | I will participate in the learning and experiences available through my service as a Baldrige examiner.

- ◆ Members of the SLT will train and serve as examiners in the Rocky Mountain Performance Excellence process.
- ◆ RMPEX and Baldrige examiners will form a professional learning community.

---

**LEAD:** | The CEO will lead the district's efforts to self-assess by serving as a Baldrige examiner.

- ◆ Members of the SLT will attend a one-day training on the Baldrige framework.
- ◆ Selected members of the SLT will serve as RMPEX examiners.

---

**RESULTS:** | Describe the results this plan is designed to accomplish.

**PROJECTED RESULTS**

- ◆ We will establish a second cohort of trained RMPEX examiners along with a chief officer with experience as a Baldrige examiner.

**ACTUAL RESULTS**

Leave this section blank until results are collected.



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Strategic Action  
Plan on a Page

Education Office  
CEO 045-21: 2016 Election  
Building our Future Community

Strategic  
Priority



**LEARN:** | Voters in District 49 have not supported traditional bond financing of schools.

- ◆ Our election results in 2014 showed that our voters support our schools, and will maintain levels of funding, but resist tax increases.
- ◆ That election also showed that support for charter schools does not include support for funding charter facilities.

Our planning office will develop a visual reflecting the district's historical performance in school finance elections.



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**WORK:** | We will embark on an educational campaign to inform our community about the plan to build our future community.

◆

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**LEAD:** | The CEO will support the district's communications plan to inform our community.

◆

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**RESULTS:** | Describe the results this plan is designed to accomplish.

**PROJECTED RESULTS**

- ◆ We will place a school finance question on the ballot in November 2016.
- ◆ The district will win the school finance election.

**ACTUAL RESULTS**

Leave this section blank until results are collected.



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To Learn, Work & Lead

**Strategic Action  
Plan on a Page**

TRUST

COMMUNITY

PORTFOLIO  
OF  
SCHOOLS

FIRM  
FOUNDATIONS

EVERY  
STUDENT

## BOARD OF EDUCATION AGENDA ITEM 12

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	Chief Officers
<b>TITLE OF AGENDA ITEM:</b>	Monthly Chief Officer Reports
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The chief officers will provide an update to the board on district activity in their respective areas.

**RATIONALE:** To provide timely information to the board.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<b>Major Impact</b>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only

**APPROVED BY:** Chief Officers

**DATE:** March 11, 2016



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# CHIEF OPERATIONS OFFICER REPORT

## OPERATIONS DEPARTMENTS PERFORMANCE REPORT – March 2016

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### CHIEF'S SUMMARY

As the end of the 2015-2016 school year nears it is a busy time in the operations department. Each of the departments are developing action plans for the 2016-2017 school year, developing next years budget while managing the last quarter plus of this years budget, working on operating programs and systems that will enhance each of their operations and preparing for projects that will begin on once the school year is over.

Myself along with my Chief peers had the opportunity to interview with the District Administration magazine about our unique distributed leadership model in education. It is very exciting that our leadership model is beginning to get traction. Hopefully, others can adopt our model. It is truly a pleasure working with our board and my fellow chiefs in this leadership model.

In the Nutrition Services unit, I want to let you know that our Director Monica Dienes Henderson was selected the Nutrition Services Director of the year by Colorado School Nutrition Association and will compete for the National Director of the year during July in San Antonio. Monica's team is conducting a successful food fair on March 16 at Vista Ridge. She is also completing the design for the kitchen remodel at Evans Elementary.

Transportation is enjoying the fruits from the Board's decision to allow him to implement an innovative pay structure for his bus drivers. This new structure has allowed him to be competitive in our market place and has provided a continuous pipeline of new applicants. Gene's department is also piloting a few new operating systems that will allow his department to operate more efficiently. His staff is also gearing up for the increased trip season that occurs each spring.

The I.T. and facilities departments are busy wrapping up major operating system components with School Dude and a contingent will be attending School Dude University in Myrtle Beach during spring break to finalize key performance indicator dash boards.

The facilities department is busy preparing for the Spring Break 2016 TLC paint schedule that will be providing fresh paint to the transportation central office and the Falcon Legacy Campus. There are also preparing for a few major projects that will commence when the school year ends. These include replacing the roof top HVAC units at Remington and the roof on the main office and library area at Horizon Middle School. The maintenance team is currently retrofitting the balance of the Horizon Panther Den. This improved space will house the sixth grade classes next fall.

It is staff evaluation season for each of the operations directors. This task will be completed by the end of April for all staff members. As we begin to share our proposed Mill Levy Override program with various community organizations and staff I am becoming encouraged that we will be able to pass this initiative and thereby get the opportunity to refresh and refurbish each of our educational campuses. I want to thank Matt and his communication team along with strategic planning office for their work on the facility performance scorecards that will be coming out soon for each of our schools.



# CHIEF OPERATIONS OFFICER REPORT

## OPERATIONS DEPARTMENTS PERFORMANCE REPORT – March 2016

District 49 - Operations KPI Matrix

			D49												
	ty	Key Performance Indicator	8/15/15	9/15/15	10/15/15	11/15/15	12/15/15	1/15/16	2/15/16	3/15/16	Top 20%	Variance Top 20	Dude Avg	Trend	Status
1	FAC	Workorders per student				42%	45%	45%	45%	47%	76%	-34%	39%	nc	
2	FAC	Workorders completed less than 1 Week	61%	61%	61%	61%	61%	61%	62%	63%	81%	-20%	63%	nc	
3	FAC	Workorders from request portal	8%	9%	11%	12%	12%	12%	12%	12%	81%	-69%	52%	nc	
4	FAC	Workorders per employee per year				221	209	209	207	188	292	-71	183	nc	
5	FAC	Avg Work Hours per Staff per week	25.49	25.57	24.91	25.08	26.24	26.09	26	25.02	24.60	0.48	16.89	nc	
6	FAC	Contracted Labor Percentage	10%	11%	12%	63%	61%	61%	60%	59%	5%	58%	42%	-	
7	FAC	Preventive Maintenance % of Total Work	33%	34%	32%	32%	32%	31%	31%	31%	38%	-6%	16%	nc	
1	IT	IT tickets completed in less than 1 day	56%	44%	57%	57%	57%	59%	61%	63%	65%	-8%	44%	+	
2	IT	Avg Days to complete IT ticket	4.43	4.21	4.15	4.22	4.22	4.21	4.25	4.01	3.86	36%	7.95	-	
3	IT	IT tickets completed on first visit	34%	31%	30%	29%	29%	28%	26%	24%	20%	9%	5%	-	
5	IT	Average Days Aged for Open Incident				0.29	0.29	0.79	1.18	4.01	2.83	-2.54	5	-	
1	Energy	Utility Cost per student YTD	\$171.00	\$171.00	\$171.00	\$154.00	\$154.00	\$136.00	\$127.00	\$127.00	\$117.00	-\$37.00	\$243.00	+	
1	Energy	Utility Cost per sqft	\$1.43	\$1.43	\$1.43	\$1.47	\$1.75	\$1.56	\$1.28	\$1.27	\$1.05	-\$0.70	\$1.30	+	

### FACILITIES & GROUNDS

#### Values:

\*Strive for Operational Excellence \*Ongoing Staff Education \*Human Diversity \*Maximize Individual Potential  
 \*Lifelong learning \*Productive Effort, Make a Difference \*Shared Responsibilities & Leadership \*Emphasize Team Power \*Ethical Behavior \*Continuous Improvement

#### Mission:

To provide a safe, aesthetically pleasing and comfortable environment for our students, staff and community members.

#### Updates:

##### Ongoing:

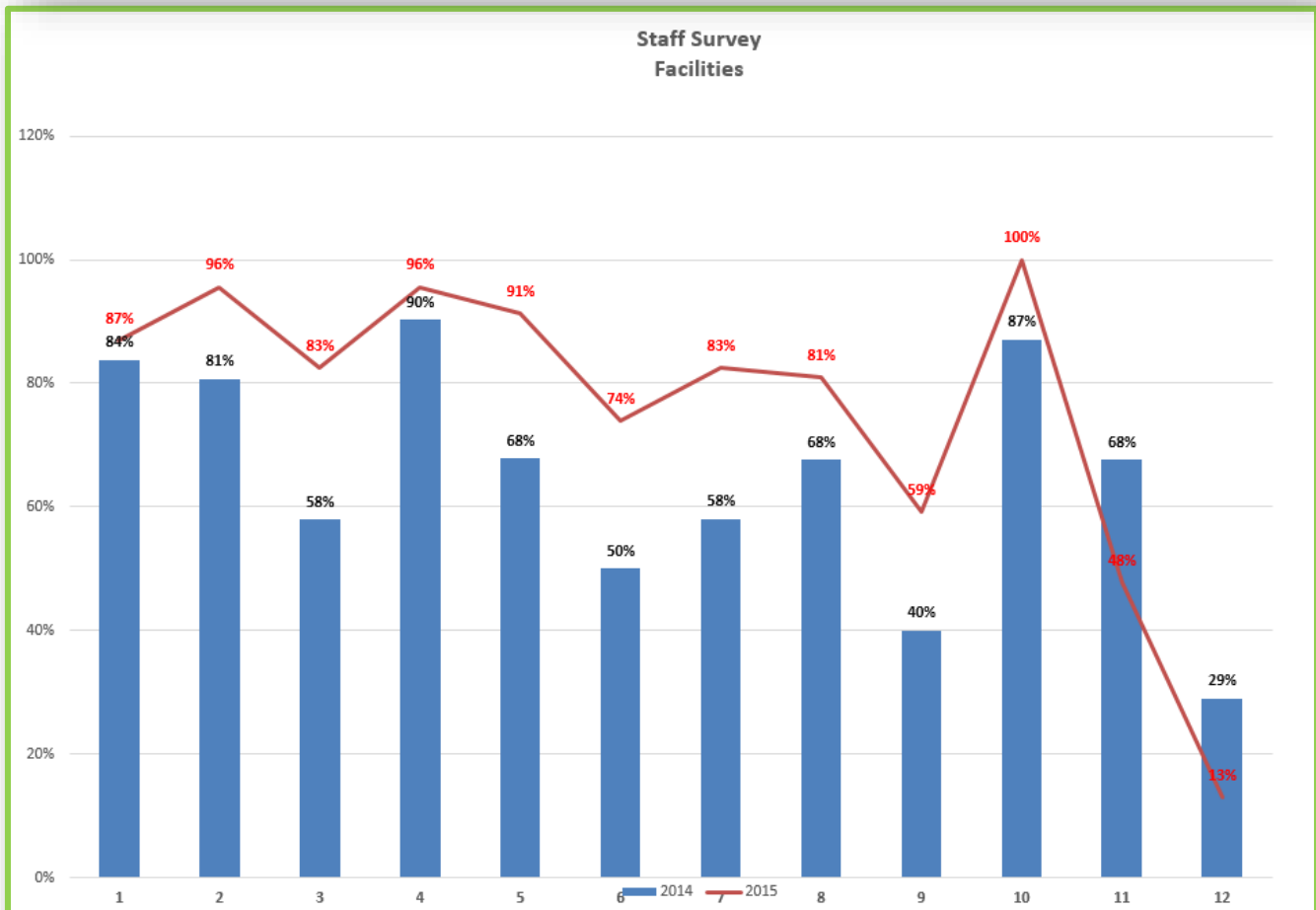
1. Panther Den modular pod remodel; installing of "LED" retrofit lighting has begun, wall partition systems for new office space, workrooms has arrived and will soon be erected.
2. Continuous review and research for staffing needs within operations.
3. Grounds Department will begin charging the irrigation systems next week and soon thereafter commence the fertilization/top-dressing process to turf areas.

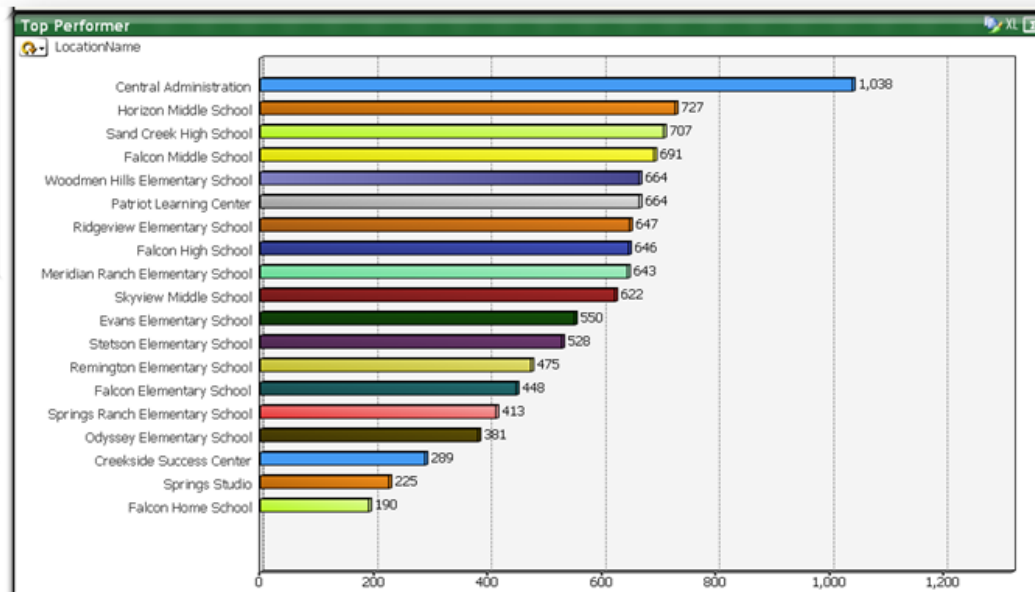
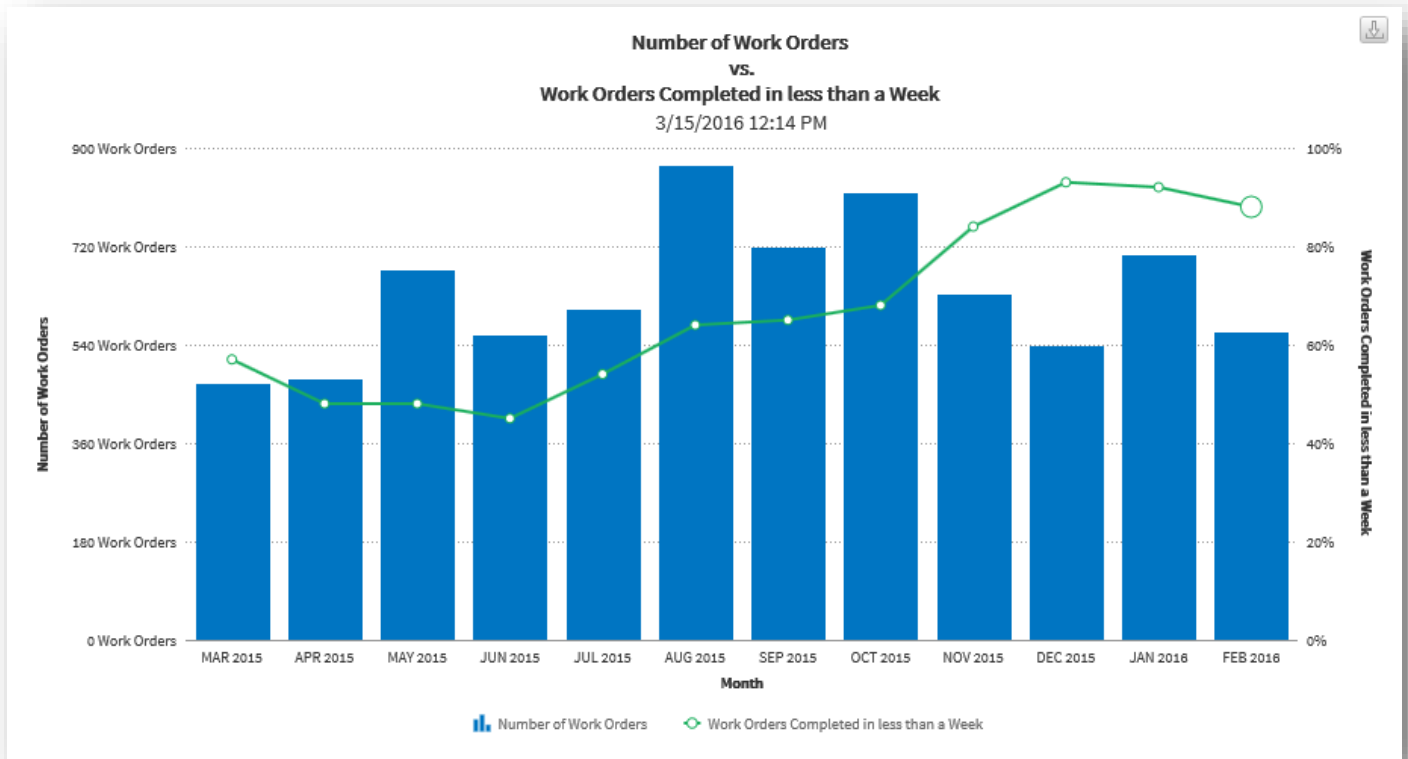
##### New:

1. Several Facilities Staff will be attending the "SchoolDude University" March 19th - March 23rd. This will provide our staff with further working knowledge and insight to save money and become more efficient with our processes and techniques. <https://university.school dude.com/east>
2. Soon to commence painting refresh work at PLC/FLC campus.
3. Facilities/Operations Team meetings scheduled March 18th with Matt Meister

### FACILITIES PERFORMANCE KPI'S

Facilities Building Maintenance Staff Survey		2014	2015	% Chg	
1	I am proud to work for D49.	84%	87%	3%	x
2	I understand what tasks and duties I am expected to complete on a daily/weekly/monthly basis in my position with D49.	81%	96%	15%	x
3	I am optimistic about my future with D49.	58%	83%	25%	x
9	My job is meaningful and an important part of D49's mission.	90%	96%	5%	x
10	As an employee, I am treated with dignity and professionalism.	68%	91%	24%	x
13	My ideas and input are welcomed and valued.	50%	74%	24%	x
15	I am encouraged to continue to grow professionally and personally by someone at D49.	58%	83%	25%	x
16	My leadership considers me an important part of the team.	68%	81%	13%	x
18	D49 provides training opportunities at work or off site for me to grow or learn something new.	40%	59%	19%	x
19	I enjoy my work at D49.	87%	100%	13%	x
26	I often hear other people speak negatively about D49.	68%	48%	-20%	x
27	How often do you consider looking for a new job?	29%	13%	-16%	x

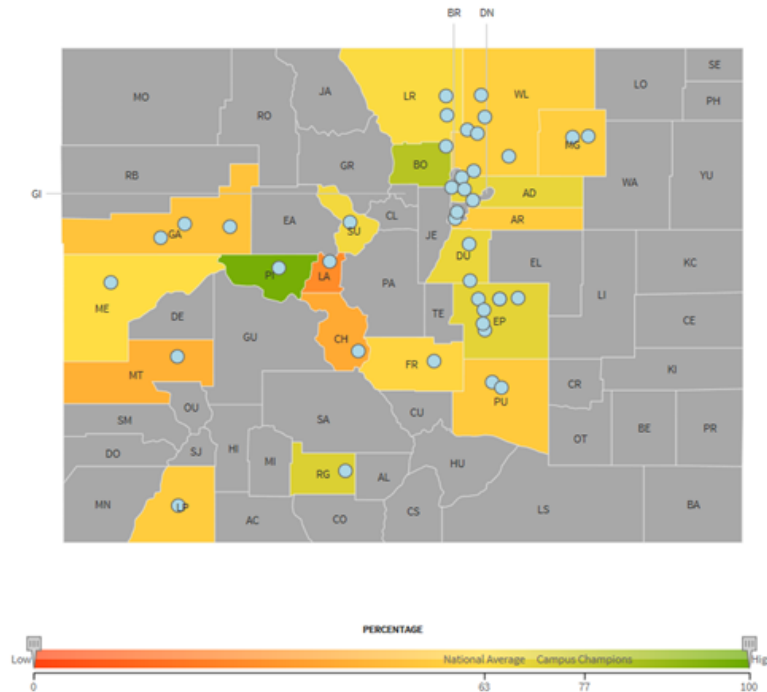




Work  
Orders  
by location

2015-2016  
YTD

Work Orders Completed in less than a Week  
Average by County for CO Public K-12 Schools  
3/15/2016 7:52 AM

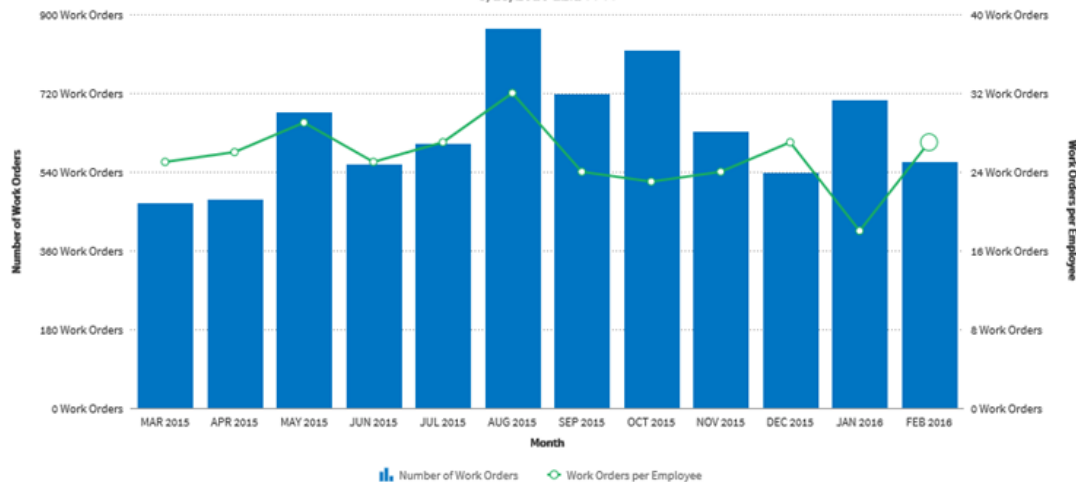


D49 is improving monthly and compares favorably in El Paso and Colorado.

Of public K-12 schools | nationally: Those in the top 20% complete more than 77% of their work orders in less than a week, and those in the average complete  $\approx$  63%.

We are currently completing 63.00% of our work order in less than a week. Up from last month!

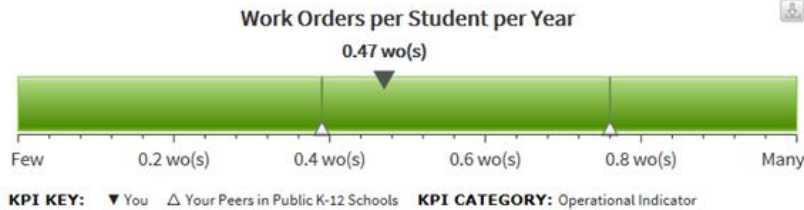
Number of Work Orders  
vs.  
Work Orders per Employee  
3/15/2016 12:14 PM



Continue  
To  
Increase

### Work Orders per Student per Year

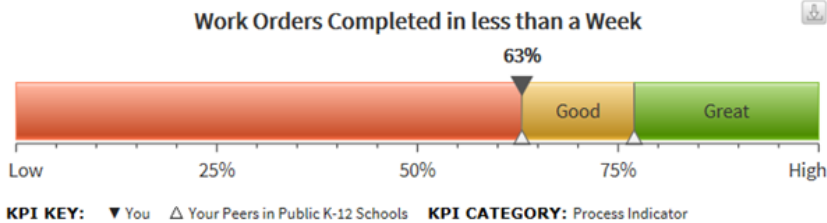
Number of Work Orders completed for a one year period divided by the total number of students.



D49	.47 wo
Dude Avg	.39 wo
Champions	.76 wo

### Work Orders Completed in less than a Week

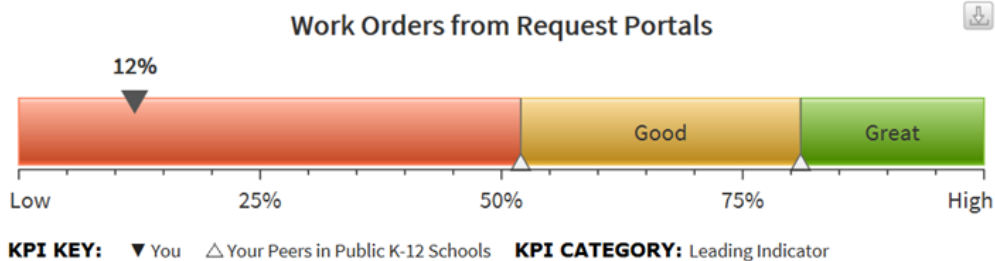
Percentage of routine work orders completed in less than seven days.



D49	63%
Dude Avg	63%
Champions	77%

### Work Orders from Request Portals

Percentage of total Work Order requests submitted from the My School Building on-line request website vs. entered by operational staff.

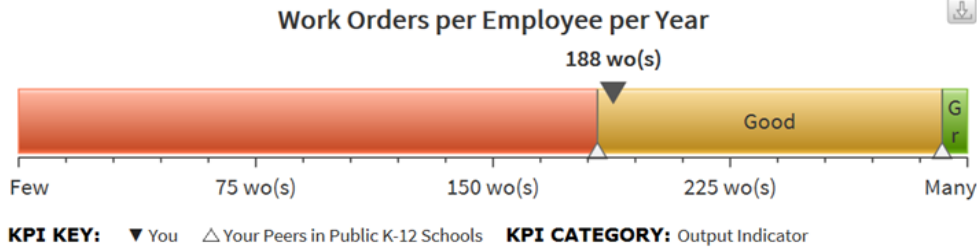


Keeping steady at 12%

Increasing our message to end users.

### Work Orders per Employee per Year

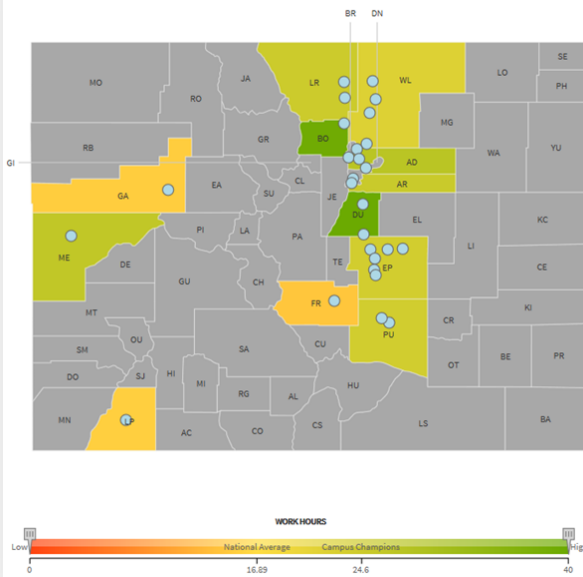
Average number of work orders assigned to an employee in a rolling 12 month window.



D49 188  
Dude Avg 183  
Champions 292

### Work Hours per Employee per Week

Average by County for CO Public K-12 Schools  
3/15/2016 7:52 AM

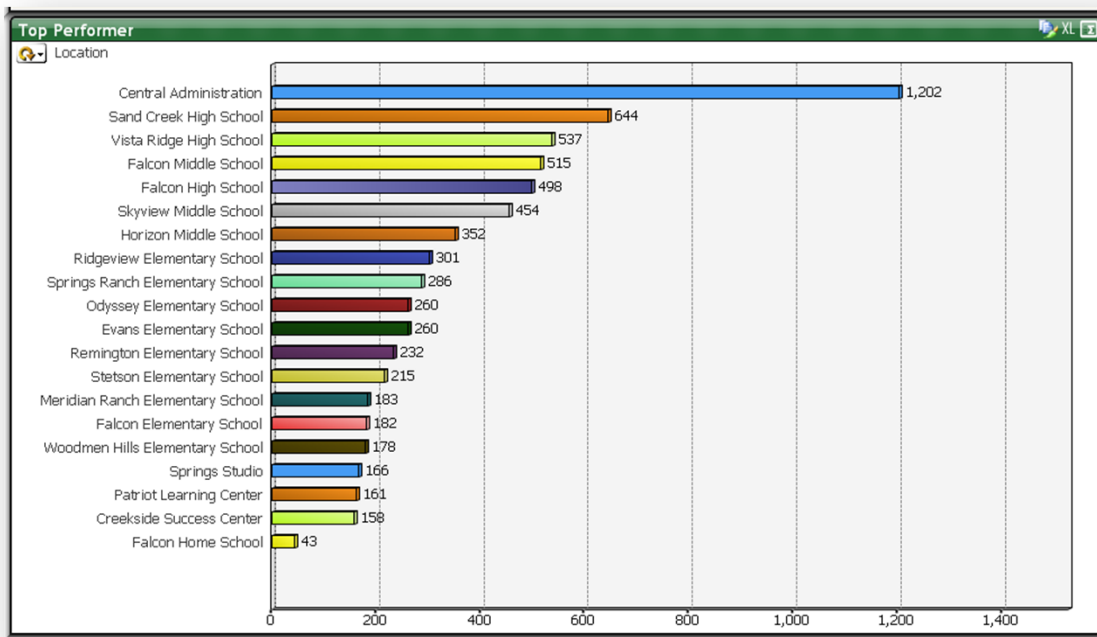


Of public K-12 Schools nationally: Those in the top 20% are achieving 24.6 work hours per employee per week.

The average work hours per employee per week is ≈ 16.89.

Currently our work hours per employee per week is 25.72.

### INFORMATION TECHNOLOGY PERFORMANCE KPI'S

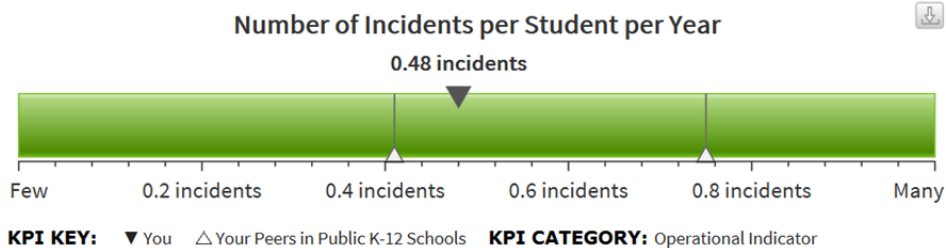


Tickets by  
location

2015-2016  
YTD

#### Number of Incidents per Student per Year

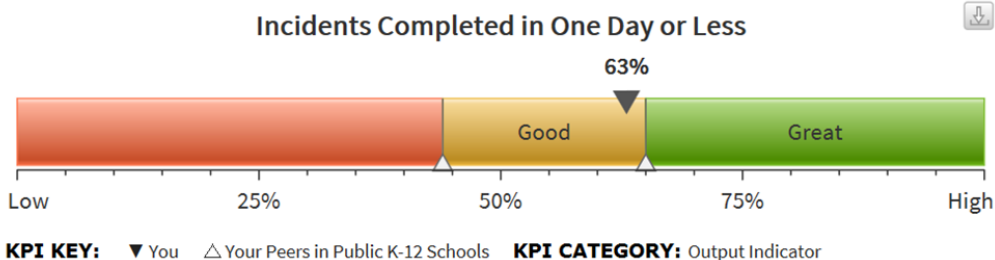
Number of IT Incidents submitted for a one year period divided by the total number of students.



D49 .48  
Dude Avg .41  
Champions .75

#### Incidents Completed in One Day or Less

Percentage of Completed/Closed IT Incidents that were completed in one day or less.



D49 63%  
Dude Avg 44%  
Champions 65%

### Average Number of Days to Complete Incident

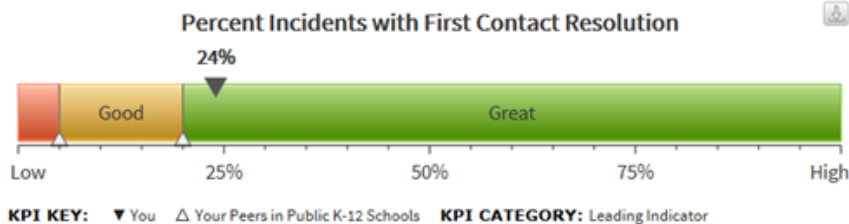
Average number of days to complete incident, from the request date to the actual completion date.



D49 4.01 days  
Dude Avg 7.95 days  
Champions 3.86 days

### Incidents with First Contact Resolution

The percentage of technology incidents that were resolved with first contact or without escalation.



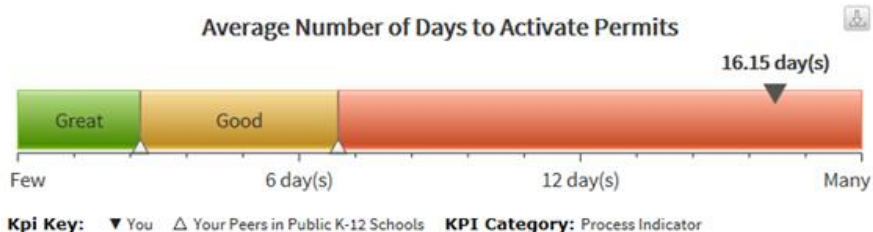
D49 24%  
Dude Avg 5%  
Champions 20%

ABOVE CHAMPIONS!

## FACILITIES (EVENTS) PERFORMANCE KPI'S

### Average Number of Days to Activate Permits

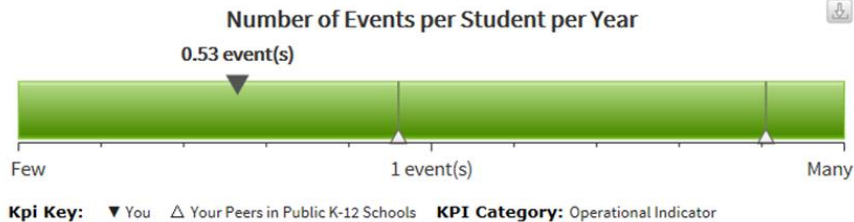
Average cycle time (number of days) between community facility use requests and approval of the community facility use request.



D49 16.15 days  
Dude Avg 6.83 days  
Champions 2.61 days

### Number of Events per Student per Year

Total number of events scheduled over the past 12 months that's Approved and Activated, excluding Cancelled events, divided by the total number of students.

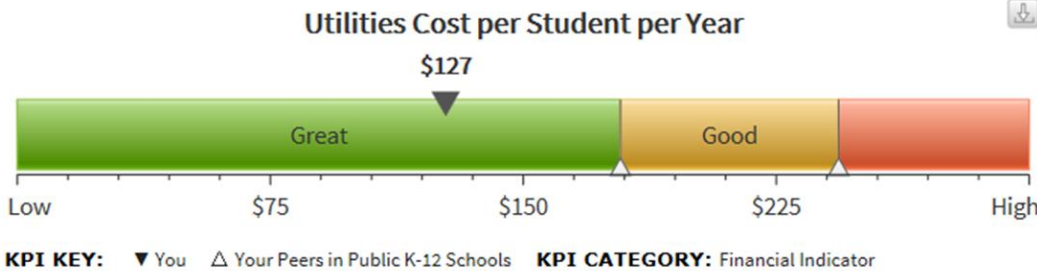


D49	.53 evts
Dude Avg	.92 evts
Champions	1.81 evts

### FACILITIES (ENERGY MGMT) PERFORMANCE KPI'S

### Utilities Cost per Student per Year

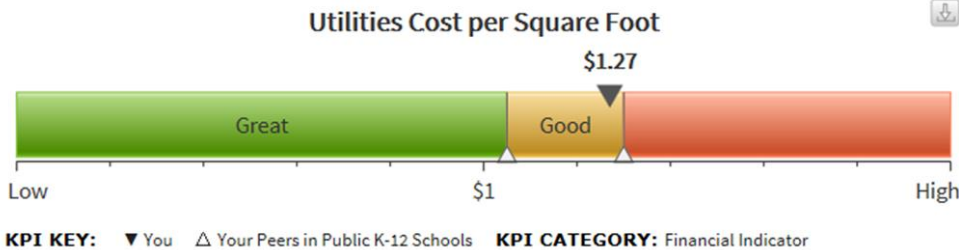
Utilities cost per student per year is based on the total bill amounts entered for a most recent 12 month rolling window divided by student enrollment in NCES.



D49	\$127
Dude Avg	\$179
Champions	\$244

### Utilities Cost per Square Foot

Utilities cost per square foot per year is based the total bill amounts for the most recent 12 month window, divided by the building's area. This KPI is an average.



D49	\$1.27
Dude Avg	\$1.30
Champions	\$1.05

### TRANSPORTATION

#### Values:

(SPITS) \*Safety \*Professionalism \*Integrity \*Teamwork \*Service

#### Vision:

To be recognized as the Best student transportation organization in the state of Colorado.

#### Mission:

To provide a valued service as efficiently and safely as possible at the least cost.

#### Updates:

##### Ongoing:

1. 2 drivers short. 0 paras short.
2. Developing transportation KPI's and dashboards to display them.
3. CDE Compliance audit– Awaiting results of the audit.
4. Pilot program for Bus Guard underway. Initial results are very encouraging.
5. Participating in effort to upgrade CDE operational rules for school transportation. At moment this is a once every five year effort.



##### New:

1. Working with AVP/CTE personnel and district leadership to provide transportation for five, 49 Pathways programs beginning next school year.
2. Pilot program for Synovia. Potential to use another means to scan students on/off bus. Currently use RFID cards for this purpose; they have significant shortcomings. Also, will test an app whereby parents/students can see when bus will arrive at stop. This is a frequent concern of parents, especially on bad weather days when buses tend to run later than scheduled. Intent is to begin pilot by end of March.

#### Fee For Service Bus Information

The Board of Education approved the 2015-2016 transportation fees May 14. Information about the fees is now available here. If you've been pre-paying the \$200 annual fee (\$400 annual household cap), that has not changed and remains the best value for regular riders.

For the 2015-2016 school year, the Board of Education approved slight changes to transportation fees from the previous school year. They continued the policy that only two students per household of record will be charged each year. That means if you prepay at the \$200 annual rate, the maximum your household will pay is \$400 (two seats). The household cap for the monthly payment option of \$25 (down from \$30) increased to \$250 (up from \$240), with a household annual cap of \$500 (up from \$480). The fees are summarized as follows:

Type	Event	Month	Annual	Household Cap
Monthly	N/A	\$25	\$250	\$500
Prepay Annual	N/A	N/A	\$200	\$400
Per Ride	\$2.50	\$25		
Initial Pass	Free			
Replacement Pass	\$5			

#### District 49 - Transportation KPI Matrix

Key	Tr	Key Performance Indicator	FY 16 (to date)	FY15	Fy14	FY13	Trend
1	Tr	<b>Driver Daily Attendance</b>	<b>97.0%</b>				
1	Tr	GENED Routes	30	28	26	26	+
2	Tr	SPED Routes	24	22	22	22	
3	Tr	GENED Spare Buses	7	10	12	14	-
4	Tr	SPED Spare Buses	7	7	7	8	-
5	Tr	Trip Buses	12	12	12	12	
6	Tr	<b>Total Operational Buses</b>	<b>80</b>	<b>75</b>	<b>73</b>	<b>79</b>	-
7	Tr	Count Day Miles	4787	4,479	4,199	4,297	+
8	Tr	Count day students	4906	6,270	2,885	3,271	+
9	Tr	GENED Route Miles	307221	381,472	317,367	363,614	+
10	Tr	SPED Route Miles	266047	330,302	307,858	322,450	+
11	Tr	Total Trip Miles	30178	84,522	103,667	103,319	-
12	Tr	<b>Total Miles</b>	<b>633446</b>	<b>804,552</b>	<b>738,680</b>	<b>807,052</b>	+
13	Tr	Diesel gallons purchased	81359	113,921	103,462	108,292	
14	Tr	Fleet mpg avg	7.41	7.06	7.14	7.45	-
15	Tr	Total Trips	804	1211	1624	1168	-
16	Tr	Costs Recovered - Trips	TBD	\$221,230	\$329,019	\$208,726	-
17	Tr	Avg Trip Cost	TBD	\$183	\$203	\$183	-



# CHIEF OPERATIONS OFFICER REPORT

## OPERATIONS DEPARTMENTS PERFORMANCE REPORT – March 2016

### NUTRITION SERVICES

#### Values:

\*Take responsibility for serving a safe high quality and nutritious meal for a reasonable price \*Be financially self-sufficient \*Team Spirit \*Be proud of staff member's contributions

#### Vision:

Nutritional well-being; to support and promote proper dietary habits contributing to student's health status and academic performance.

#### Mission:

To enhance each student's ability to learn by providing quality food and quality service.

#### Updates:

##### New:

1. Food Show scheduled for March 16<sup>th</sup>.
2. Renew charter school contracts
3. Create documents for new pay scale for BOE
4. Apply to CDE for Summer meal program at Evans

##### Ongoing:

1. Working with Title program to put in place accountability processes for At Risk tracking in the schools who do not participate in the meal programs.
2. Evaluating new products to incorporate into the menu.
3. Creating new recipes for the menu with the support of newly formulated products by the manufactures that meet the USDA requirements.
4. Evaluating ways to drive greater cost efficiencies within the Department to off-set rising labor and food costs.
5. Researching ways to increase job satisfaction for staff who do not feel their positions are a career or compensate them adequately.
6. Documenting all department procedures in support of Rempex.
7. Evans Kitchen remodel

#### Nutrition Services Resources

##### View Menus

<http://www.schoolnutritionandfitness.com/index.php?page=menus&sid=2809100421322656>

##### Prepay School Meals

Prepay School Meals online by clicking the PayForIt.net link below the meal price chart.

##### District 49 Meal Prices

	Elementary	Secondary	Adult
Breakfast:	\$1.30	\$1.50	\$1.85
Lunch:	\$2.10	\$2.40	\$3.00

<http://www.schoolnutritionandfitness.com/index.php?page=prepaidacct&sid=2809100421322656>

##### Meal Assistance Program Information

<http://www.schoolnutritionandfitness.com/index.php?page=lunchapps&sid=2809100421322656>

##### Apply for Meal Assistance Program

<https://falcon.sdm2.com/>

##### District 49 wellness policy guidelines

<http://www.schoolnutritionandfitness.com/index.php?page=wellnesspolicy&sid=2809100421322656>

#### District 49 - Nutrition Services KPI Matrix

		Key Performance Indicator	2016 - Mar	FY15	Fy14	FY13	Trend
1	Nuts	Annual Profit/Loss from Operations	\$333,610	\$103,585	\$42,313	\$139,755	+
2	Nuts	Revenue Total	\$2,282,923	\$3,364,547	\$3,333,913	\$3,686,024	+
3	Nuts	Expenses	\$1,949,313	\$3,260,962	\$3,291,600	\$3,546,269	+
4	Nuts	Catering	\$19,237				
5	Nuts	Ala Carte	\$257,939				
6	Nuts	Free & Reduced %	28.0%	28.5%	26.6%	26.7%	+
7	Nuts	School Sites supported	20	19	20	20	+
8	Nuts	Breakfast served sites	14	14	13	12	+
9	Nuts	Meals Served Lunch	632,645				
10	Nuts	Meals Served Breakfast	87,208				
11	Nuts	Total Students	14,654	14,654	14,165	13,996	nc
12	Nuts	SFA Reporting in Data Pipeline	182		182		
13	Nuts	SFA Excess Net cash reserves	12		16		
14	Nuts	SFA Top performing %	6.6%		8.8%		

### SECURITY & SAFETY

**Values:**

Student safety supporting safe learning environments.

**Mission:**

To provide safety and security services to D49 school community.

**Updates:****New:**

1. Developing training for upcoming 16/17 school year for security and district personnel.
2. Create a dashboard for safety and security through SchoolDude.
3. Partnering with law enforcement partners to evaluate school crisis plans.
4. Will begin creating a catalog of support resources for school buildings.

**Completed:**

1. Numerous policy revisions.
2. Site evaluations for Mil revisions.
3. Threat Assessment training for district personnel; trained approximately 150 staff members.

**Ongoing:**

1. Safe 2 Tell, D49 has received approximately 185 Safe 2 Tell reports to date.  
A large majority are mental health related.
2. District Safety and Emergency Management (DSEM) meetings monthly.
3. Support for building admin with investigations and threat assessments.
4. Mr. Watson Chairs the Pikes Peak School Life Safety Pillar group. Monthly meetings take place.
5. KPI's coming soon.... Crisis Manager, A SchoolDude Solution



**BUSINESS OFFICE**

10850 East Woodmen Road • Falcon, CO 80831  
Tel: 719-495-1100 • Fax: 719-494-8922 • [www.d49.org](http://www.d49.org)

This month's Business Office Report includes dashboard information from all six departments, including a new bonus page related to facility rentals that we hope to begin including on a regular basis. This is still an evolving process, however the topics being presented are good and relevant indicators that either underlie financial performance or are indicative of process performance. This will continue to evolve in the coming months to settle into a consistent format and indications of performance targets and performance trends that should all support our desires for performance excellence and process improvement.

This year, perhaps due to the leadership vacuum created by not having a seated Commissioner of Education, the Associate Commissioner of Education in charge of School Finance and Operations, Leanne Emm, decided not to follow that normal process. Actually, it is the second time this year that she interrupted historical process regarding funding related to student count – both times related to student counts, and both times have been to the detriment of District 49 (and betterment of other districts), much to my chagrin and absolute frustration in trying to defend the interests of students in D49. That extended process has finally worked its way through and D49 will be getting settlement in March for the actual October count. Again, this settlement is fully three months late due to the interruptions in the normal process.

Next, from our perspective and priorities, CDE and the State Legislature will work on the funding for the 2016/17 fiscal year. As noted in presentations, we expect a modest ~1.5% growth in per pupil funding rate, which is consistent with inflation and is the normal pattern. In addition to growth in the rate, we will have growth in student count – which is the other half of the program funding formula. D49 is a complicated entity in regard to projecting student count given our four (now five) geographic charter schools, our one (very large) multi-district online charter school, and the continuing necessity of reporting CDBOCES students through D49. The underlying group that we speak the most about is the Coordinated Schools and that group, as you recall, actually shrank this school year. We are considering that an anomaly since we have recognized many, many, years of consecutive growth prior to this and we continue to see new home growth in the District which, statistically speaking will simply have to bring new students.

### General Update

Audit fieldwork was completed in September. While last year's audit resulted in a normal 'unqualified' opinion, this year's process indicates that process improvements in the Accounting Group have had a very positive effect, which should allow the 2015/16 audit report to be issued sooner than in past years. We will also be striving to convert from a basic audit report to a more robust 'Comprehensive Annual Financial Report (CAFR)', which includes a statistical reporting section that will be one of the primary, long-term, vehicles that will indicate our growth as an organization through the Performance Excellence framework.

Brett Ridgway

Brett Ridgway, Chief Business Officer – Assistant Treasurer  
[bridgway@d49.org](mailto:bridgway@d49.org) 719.495.1130

# Human Resources Monthly Report

## Focus: Stakeholder Grievance

Paul Andersen, Director of Human Resources  
March 15, 2016



# HR Staffing Update

The HR team welcomed two new staff members on February 22, 2016:

- *Nicole Evans, Human Resources Manager*, comes to us from Peak Vista Community Health and brings with her more than 15 years of HR experience with particular expertise in employee relations and at-will employment. In her new position, she leads hiring and onboarding processes related to educational support personnel, and she serves as the supervisor's first point of contact for questions and guidance regarding ESP staff. In addition, she will supervise functions related to Schedule B and volunteers.
- *Carrie Fanola, Human Resources Generalist*, has ten years of HR experience in various areas in addition to teaching in the classroom. Prior to pursuing a career in HR, she taught high school science. She has worked as a certified substitute in District 49, bringing basic knowledge of the licensed side of the house. This will be beneficial as she supports our licensed staff.



# Technology Upgrade in HR

- Attendance tracking and substitute management is one of HR's key functions.
- Teachers log in to an attendance system to report an absence; the system then “posts” that vacancy for our substitutes to see. A substitute accepts the job using the same system.
- HR has begun implementation of a new attendance and substitute management system.
- New system, called Aesop, offers improved functionality and reporting. We will go live with Aesop in the new school year.
- While we expect the transition to be easy for users, we will provide training as a part of our rollout.



# Supporting the Community

- The Black Educators Network (BEN) will host the third annual Literacy Fair on Saturday, April 20, 2016 at UCCS.
- District 49 is proud to again support this event.
- Linda Rogers, teacher at Horizon Middle School, Louis Fletcher, Director of Culture & Services, and Paul Andersen, Director of Human Resources, are participating in the event planning and will each play a role at the festival.
- The festival draws students of all ages from schools throughout the region.

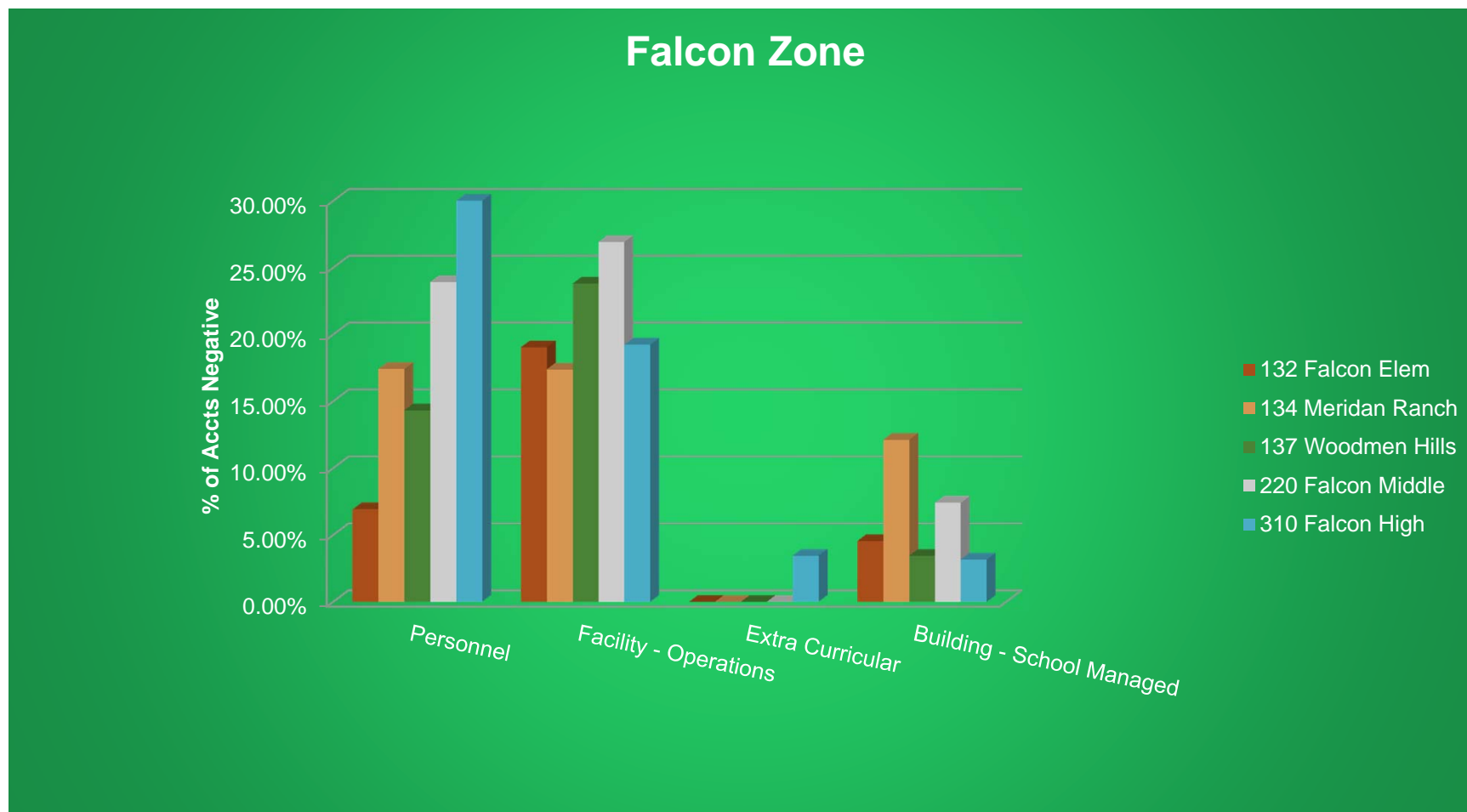


# Finance Group

- In an effort to move the district from Passive Budget Mgmt (Bottom line budget managing) to Active Budget Mgmt (Individual Line Item budget managing) the Finance Group has decided to report on the number of Negative Balance Accounts (Accounts with higher spend than the amount budgeted) at each location.
- Negative balances can occur for many different reasons. However, it is up to each school to identify when an account has been over spent and make the necessary budget transfer to 'cover' the increased spend. This is particularly important in the school's Building or School Mgd Budget. Even better would be for the school to identify future spend and make the necessary adjustments before making the purchase. We are seeing an increasing number of these types of transfers.
- The percentages you will see on the following slides do not take into account dollar amounts, so an account that is \$.01 overspent will have the same effect that an account that is overspent by \$1,000.00
- Please keep in mind that, there are NUMEROUS accounts within our Trial Balance, and transactions occur at all times during the month. Issues are being worked constantly to help keep within our goal of 10%, but as you will see there are a number of areas outside of the goal. These issues are 'OK' as long as there are plans to work with the Finance Group and/or send in budget transfers.

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# Finance Group

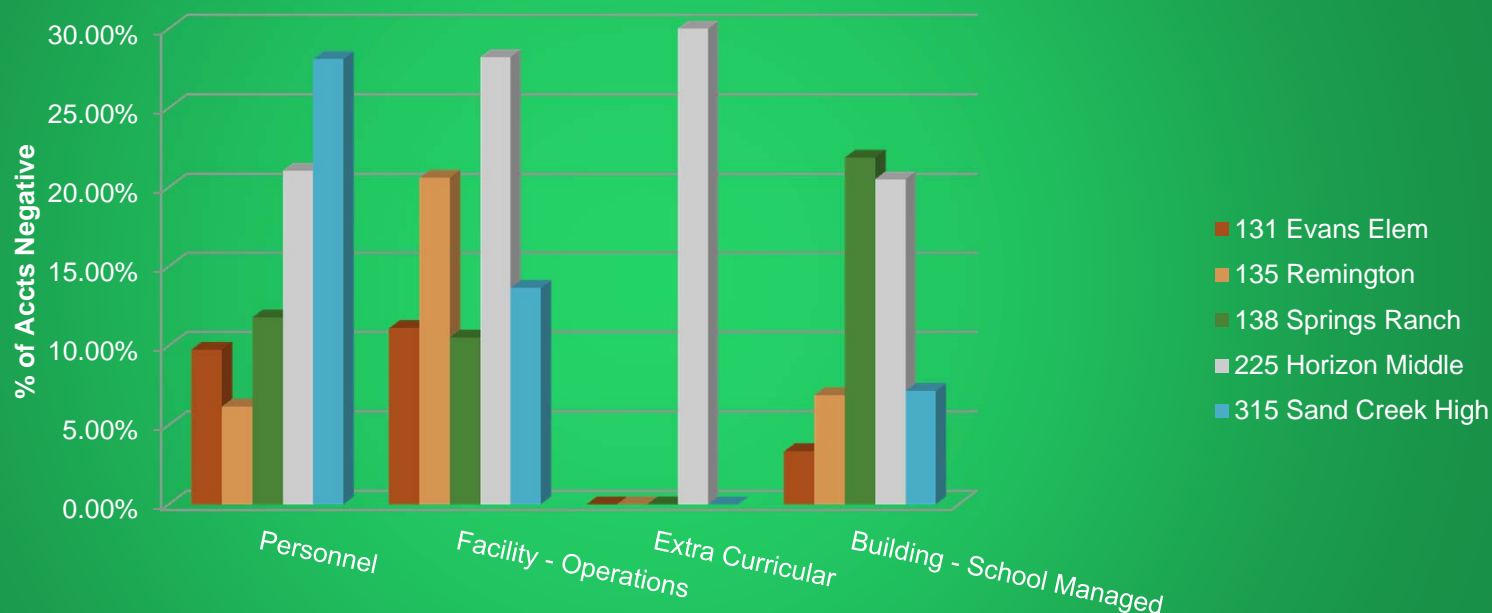


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# Finance Group

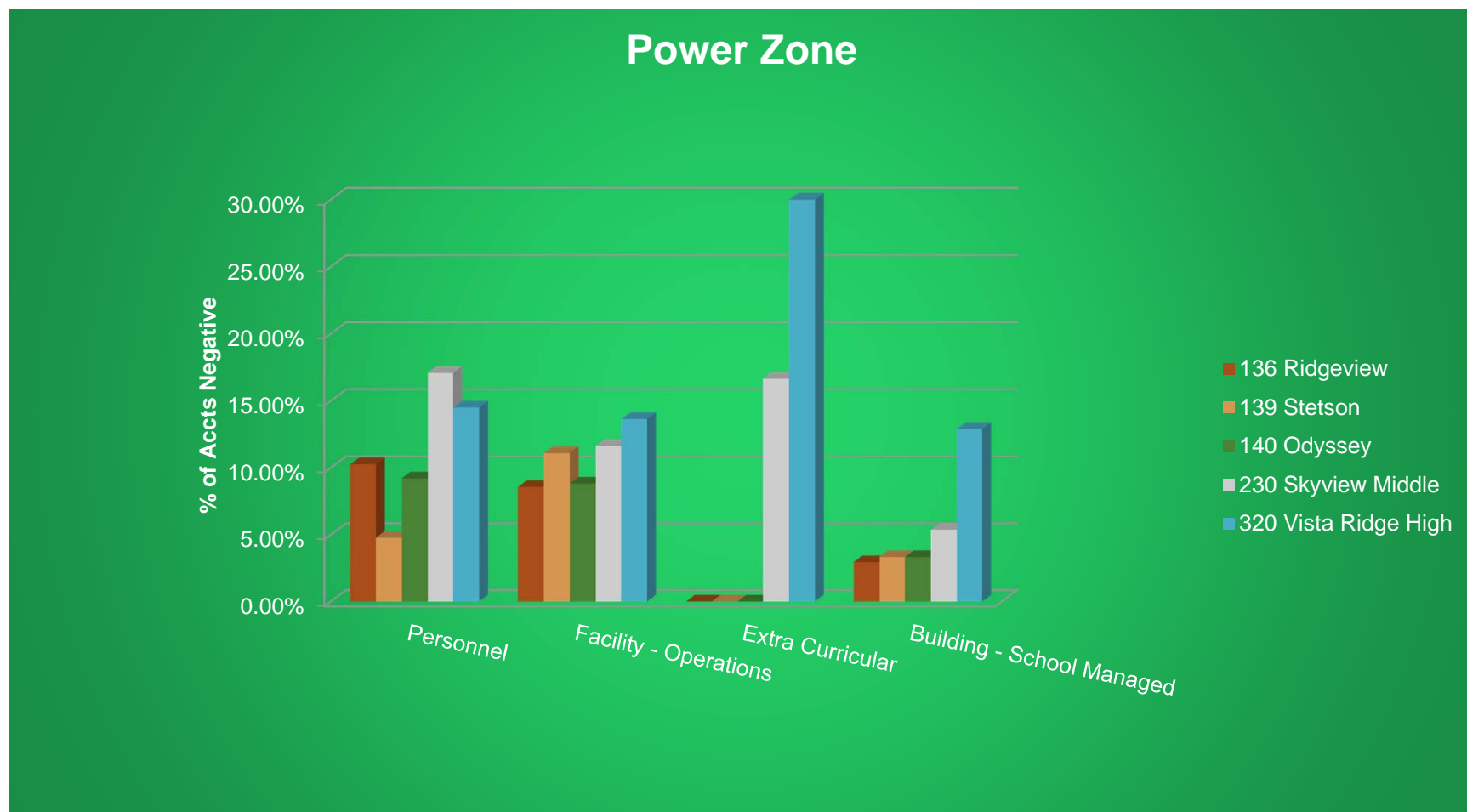


## Sand Creek Zone



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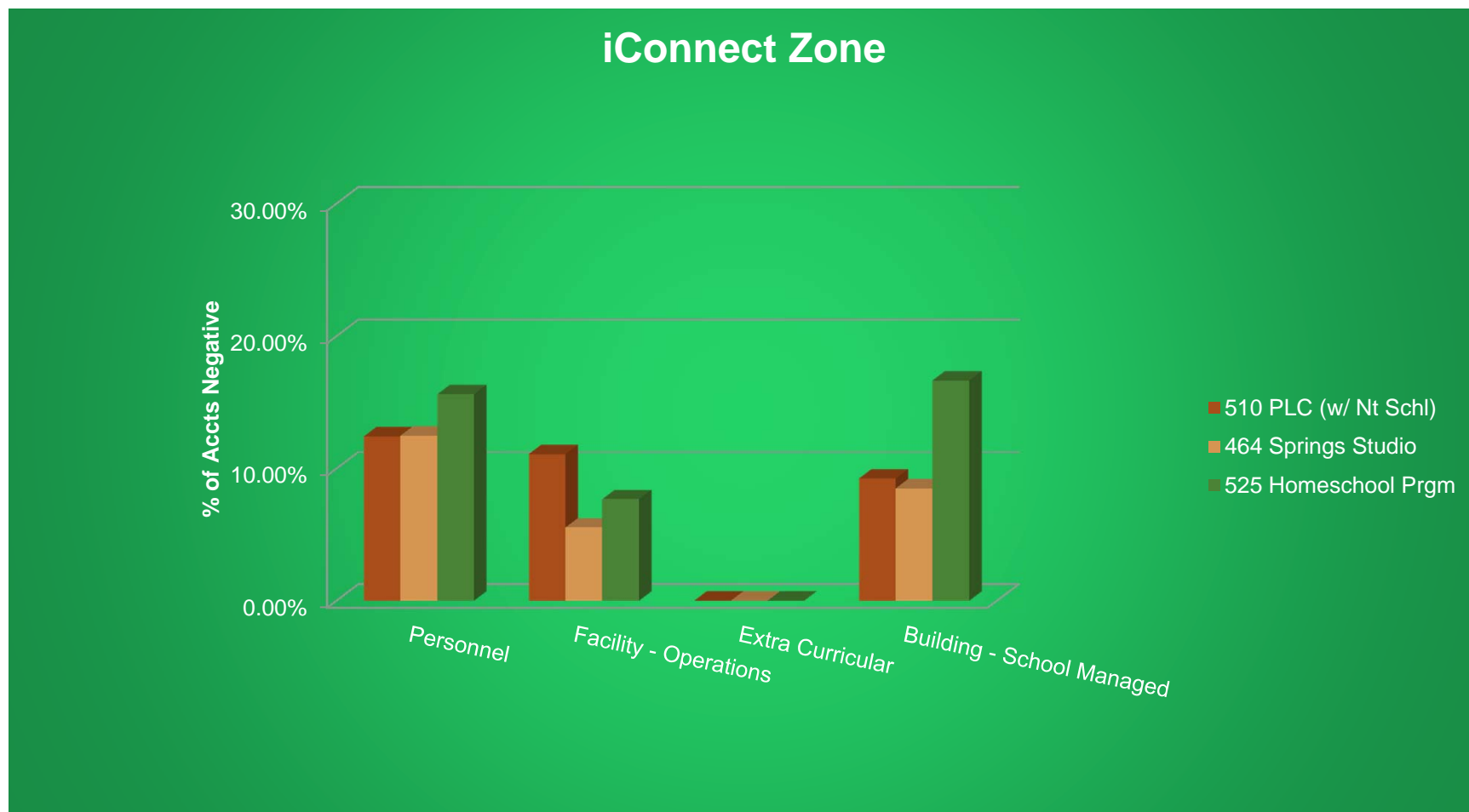
# Finance Group



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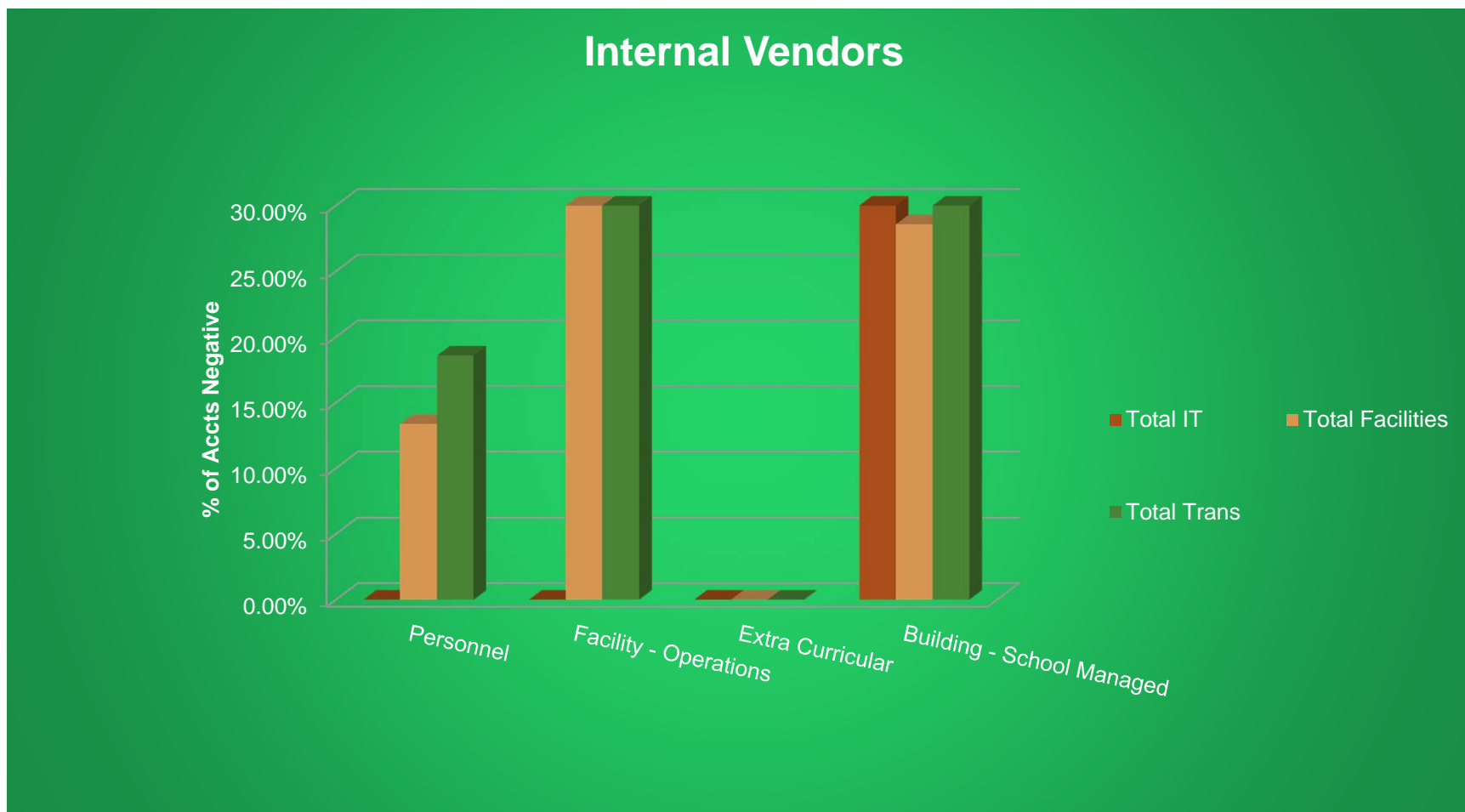
# Finance Group



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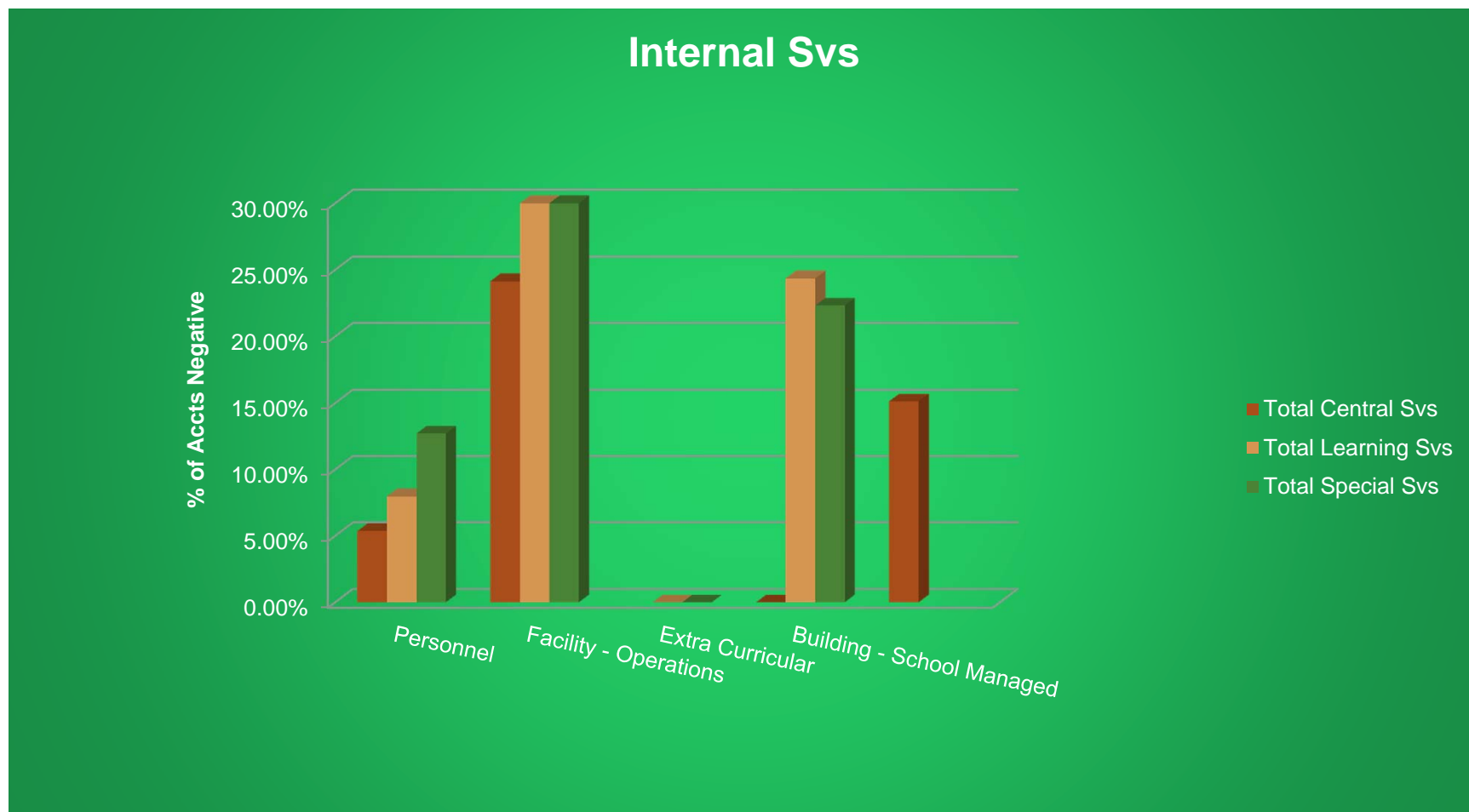
# Finance Group



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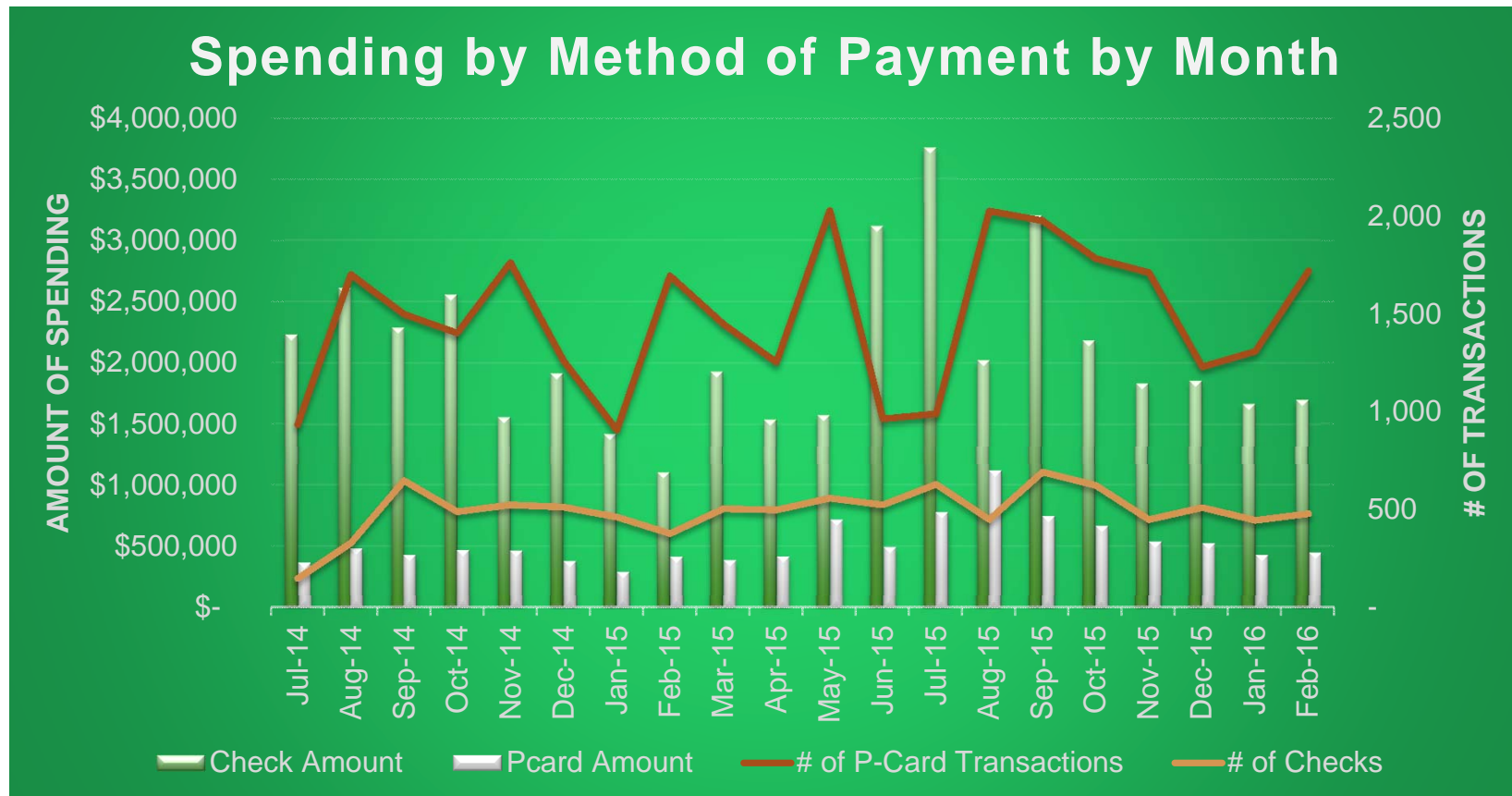
# Finance Group



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# Accounting Group



P-Card use continues to increase over the prior year.

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# Accounting Group – Student Fees



School	Total Fees	F/R Adjustment	Unpaid Fees
Falcon HomeSchool Program	70	-	-
Falcon Home Base Education NOI	162	-	142
Remington Preschool	1,500	-	600
Odyssey Preschool	2,450	310	1,000
Remington Elementary School	7,455	423	1,026
Springs Studio for Academic Excellence	15,219	150	1,655
Meridian Ranch Preschool	5,400	600	2,400
Rocky Mt Classical Academy	39,276	-	2,483
Stetson Preschool	7,500	1,200	3,127
Stetson Elementary School	22,848	110	3,358
Falcon Elementary School	22,383	924	3,546
Patriot Learning Center	10,249	-	3,573
Springs Ranch Elementary School	23,945	266	3,581
Odyssey Elementary School	13,017	460	3,818
Springs Ranch Preschool	8,840	320	3,900
Woodmen Hills Preschool	9,940	600	4,200
Ridgeview Preschool	10,800	900	4,600
Meridian Ranch Elementary	37,426	1,013	6,053
Ridgeview Elementary School	47,619	2,609	6,496
Woodmen Hills Elementary School	42,817	2,188	10,566
Horizon Middle School	108,472	1,702	11,903
Skyview Middle School	188,524	3,537	13,081
Evans International Elementary School	37,830	-	16,330
Falcon Middle School	241,774	5,475	22,622
Sand Creek High School	243,503	7,994	43,239
Falcon High School	291,289	2,043	57,754
Vista Ridge High School	281,217	6,203	64,999
<b>Grand Total</b>	<b>1,721,524</b>	<b>39,025</b>	<b>296,048</b>
	<b>Percent of total fees unpaid</b>		<b>17%</b>

These are the student fees in Infinite Campus that have been assigned to students. This list includes any free and reduced adjustment and fees that are unpaid.

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# Accounting Group - Over Spent Activity Funds



School	Program	Amount	Comment from School
		Over spent	
Meridian Ranch	Student Council - 1953	720	To be corrected in March.
Woodmen Hills	Grant 3 - 2003	1,338	
Springs Ranch	Kidgergarten - 0019	208	
Odyssey	Music - 1210	14	
Falcon Middle	Boys Basketball - 1845	1,359	To be corrected in March. In correct charge to program
Falcon Middle	Grant 2 - 2002	214	Still collecting student fees.
Horizon Middle	Girls Basketball - 1815	907	Waiting on F/R reimbursement
Horizon Middle	Softball - 1827	135	To be covered by principal discretionary
Horizon Middle	Volleyball - 1832	177	To be covered by principal discretionary
Horizon Middle	Boys Basketball - 1845	1,101	Waiting on F/R reimbursement
Horizon Middle	Cross Country - 1878	26	To be covered by principal discretionary
Horizon Middle	NJHS - 1954	109	To be covered by principal discretionary
Horizon Middle	Before/After -1980	105	To be covered by principal discretionary
Falcon High	Geology - 1342	153	To be covered by principal discretionary
Falcon High	Softball - 1827	81	Still collecting student fees.
Falcon High	Wrestling - 1863	4,434	Still collecting student fees.
Falcon High	Track - 1890	801	Still collecting student fees.
Falcon High	Knowledge Bowl - 1952	10	
Sand Creek	ROTC - 0891	3,492	Waiting on check from ROTC
Sand Creek	Dance Team - 1831	225	
Sand Creek	Wrestling - 1863	618	

These are activity accounts that have spent more than they have collected. An explanation as to how it will be corrected is included.

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# Accounting Group - Over Spent Activity Funds

School	Program	Amount	
		Over spent	Comment from School
Vista Ridge	Ceramics - 0232	1,278	Purchase of clay for class. Still receiving fees and F/R reimbursement
Vista Ridge	One Act Play - 0560	667	Purchase supplies for upcoming one Act Plays this month.
Vista Ridge	Tech Theater - 0566	250	
Vista Ridge	Adventure PE - 0801	42	
Vista Ridge	Marching Band - 1252	487	Buses for Marching Band Contests and entry fees
Vista Ridge	Anatomy - 1325	105	Purchase of cats for dissection. Still awaiting fees
Vista Ridge	Cheerleading - 1817	6,488	All cheerleaders will have accounts paid by 4/4/16.
Vista Ridge	Volleyball - 1832	156	
Vista Ridge	Boys Golf - 1851	842	still collection money from golfers for shirts
Vista Ridge	Wrestling - 1863	2,530	Still collecting fees.
Vista Ridge	Strength & Cond - 1896	986	
Vista Ridge	Yearbook - 1903	1,722	This is common as yearbooks have to be prepaid for the yearbook started with the company
Vista Ridge	FBLA - 1950	99	
Vista Ridge	Young Life - 1959	887	
Vista Ridge	Sign Language Club - 1968	88	
Vista Ridge	Counseling - 2122	5	

These are activity accounts that have spent more than they have collected. An explanation as to how it will be corrected is included.

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# Accounting Group - Principal's Discretionary



School	Funded Student Count	Min PP Disc. Target	Max PP Disc. Target	Min Total	Max Total	Current Principal Disc	Current Plan
Evans Elementary	618	2	12	1,236	7,413	8,485	
Falcon Elementary	292	2	12	583	3,500	4,242	Book Library bin, Staff and volunteer gifts
							- New reading program (CKLA) - Teacher appreciation week activities - Floor scrubber for the tile in cafeteria - Training materials for staff for our Classroom Instruction that Works PD - Extra curricular materials to support our reading program and/or Eureka math training. - Staff Incentives
Meridian Ranch Elementary	675	2	12	1,350	8,103	33,561	
Remington Elementary	527	2	12	1,054	6,325	4,070	N/A
							- Carpet office areas (\$9k) - Sidewalk project (\$2K) - Technology - Curricular materials (will order in late spring)
Ridgeview Elementary	685	2	12	1,369	8,215	37,883	Purchase new ELA curriculum and instructional technology.
Woodmen Hills Elementary	656	2	12	1,312	7,870	55,435	Staff Development & Technology needs
Springs Ranch Elementary	512	2	12	1,024	6,146	13,442	Using for impending budget cuts
Stetson Elementary	509	2	12	1,017	6,102	22,052	- Student Incentives - Prizes for community activities (Turkey Trot, Stem Night) - Staff Recognition - CKLA consumables
Odyssey Elementary	505	2	12	1,009	6,056	21,545	
Falcon Middle	908	2	12	1,816	10,896	6,043	N/A
							- Supplement field trips that grade levels will take - Support our Renaissance program - New track uniforms this year - Football and Basketball uniforms and equipment
Horizon Middle	650	2	12	1,299	7,794	8,424	
Skyview Middle	1,126	2	12	2,252	13,512	656	N/A
Falcon High	1,235	2	12	2,469	14,814	5,964	N/A
Sand Creek High	1,266	2	12	2,531	15,186	5,562	N/A
Vista Ridge High	1,404	2	12	2,808	16,848	2,008	N/A

The accounting group has created a target for the principal's discretionary account based on student count. For schools above the target, a plan for proposed spending has been added.

The principal's discretionary account is funded from facility rental.

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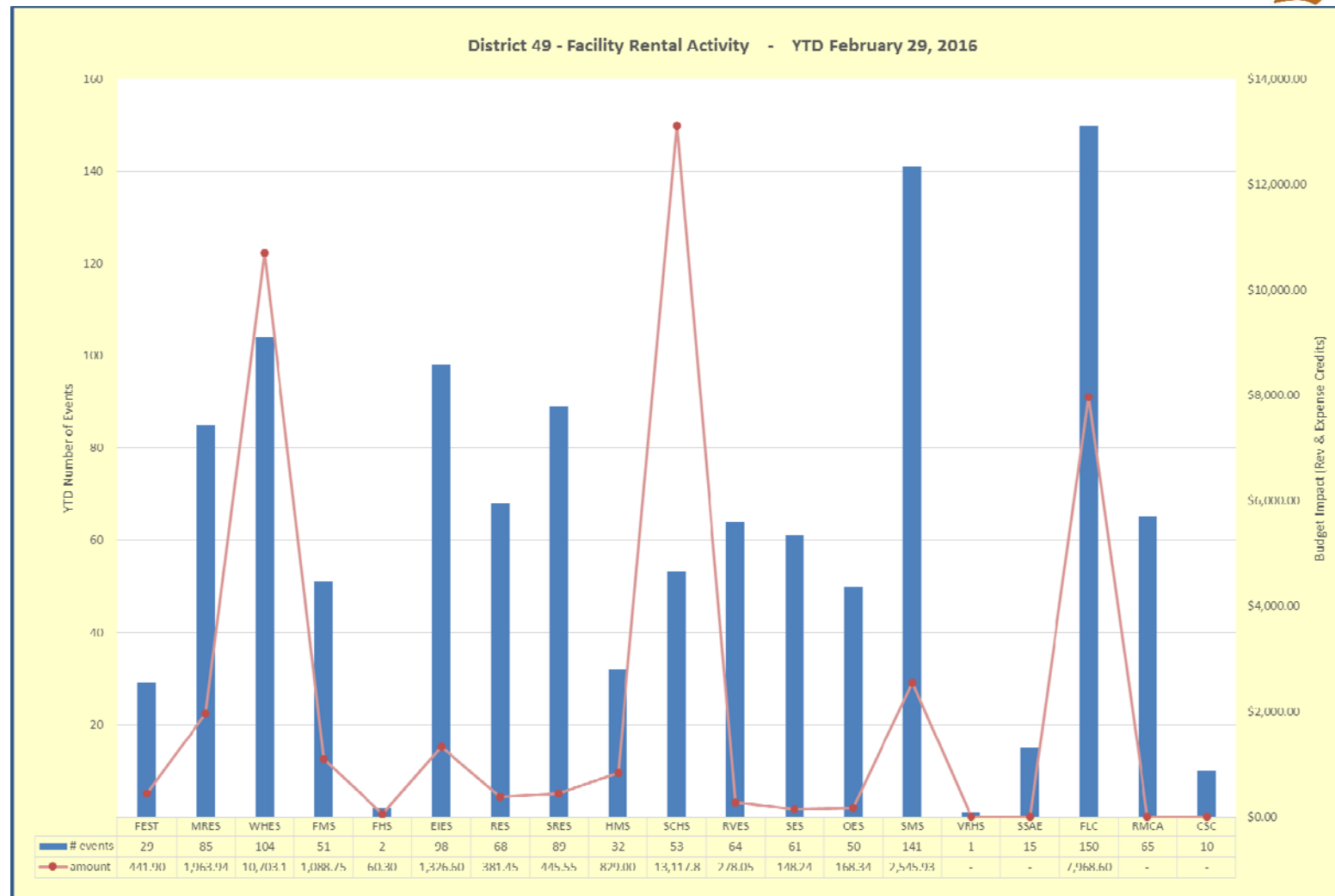
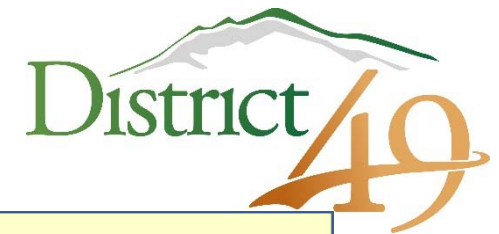
## Accounting Group - Legal Fees

- Legal fees are now being charged to the department that is incurring the charges.

Department	Actual Amount	Budget	Available Budget
Charter Schools	20,049	24,027	3,978
Board of Education	10,365	14,587	4,222
Education Office	16,549	20,662	4,113
Human Resources	60,914	74,457	13,542
Business Office	5,968	27,060	21,093
SPED Admin	878	-	(878)
Operations	3,109	12,209	9,100
<b>Total</b>	<b>117,830</b>	<b>173,000</b>	<b>55,169</b>

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# Facility Rentals



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# Risk & Benefits

Shannon Hathaway



	<u>OAP</u>	<u>H.S.A.</u>
<u>Health insurance</u>	<u>2016</u>	<u>2016</u>
Employee only	448	189
Employee plus spouse	55	24
Employee plus child(ren)	132	34
Family	<u>129</u>	<u>29</u>
Total employees enrolled	764	276

Full 2015 claims data review upcoming \*\*\*

<u>Work Comp</u>	2014-15	2015-16	2016-17
Claim total	119	55	
Claim \$	\$155,636.98	\$58,164.83	expected
Reserve \$	\$112,990.43	\$61,806.02	
Exp. Mod.	0.82	0.87	0.73

	2014-15			<u>2015-16</u>		
<u>Property &amp; Casualty Insurance</u>	Claim #	Claim Pd \$	Reserves \$	Claim #	Claim Pd \$	Reserves \$
Commercial Package						
Property Coverage				1	\$54,761	
General Liability Coverage	5	\$3	\$17,431	2		\$9,596
Crime & Fidelity Coverage						
Inland Marine Coverage						
Equipment Breakdown						
Educators Legal Liability	4	\$10,234	\$32,431	2	\$93,027	\$25,052
Auto Coverage	4	\$5,935	\$6,105			

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# Purchasing and Contract Management

1 of 2



<u>Planning</u>	<u>Doing</u>	<u>Major Purchases Completed (5K and above)</u>
<p>FHS Tennis Court Resurface</p> <p>Evans Drainage Project</p> <p>Security Locks for Classrooms</p> <p>Falcon Middle Stadium Drainage</p> <p>District Crack Repair</p>	<p>Electrical Rough for Signs at Creekside</p> <p>School Dude Asset Management Training</p> <p>Evans Kitchen Remodel</p> <p>Network Switch Upgrades (all)</p> <p>District Assessment RFP</p> <p>1:1 AP Project across District</p> <p>RES Rooftop Condenser Units</p> <p>HMS Panther Den Renovation</p> <p>FLC Drainage Project</p> <p>Board Policy Updates</p>	<p>Delivery Truck</p> <p>Maintenance Truck</p> <p>Snow Plow and Sander</p> <p>PLC Bleacher Removal</p> <p>Skid Loader</p> <p>Ridgeview/Stetson Turf and playground surface</p> <p>FMS Bleachers</p> <p>Facilities Trailer</p> <p>Facilities Mini Lifts</p> <p>HMS Gym Remodel</p> <p>SES Carpet</p> <p>Turf Groomer</p> <p>Edge Switch for High Schools</p> <p>SWAT Signage for Elementary Schools</p> <p>Evans Stairs and Sidewalks</p> <p>Security Vehicle</p> <p>Sidewalk Railing at Creekside</p> <p>Access Point Project</p> <p>HMS Intercom and Bell System</p> <p>Evans Intercom and Bell</p> <p>Scoreboards for FMS</p> <p>FMS Fire Panel Upgrade</p> <p>FMS Bleachers and Curtain</p> <p>Springs Studio Dock Drainage</p> <p>ATVs for Evans, Horizon, Creekside</p>
<div> <p><u>Key Performance Indicators (KPI's)</u></p> <p>100% Negotiated Purchases</p> <p>All BOE and Statutory Purchasing Guidelines Met</p> <p>Net Surplus on Capital Purchases</p> <p>Complete all Capital Projects within SY</p> <p>Renew or cancel contracts IAW contract terms</p> </div>		

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# Purchasing and Contract Management

2 of 2



District Copier Fleet: Continue for another year?

Will take 4 weeks to remove old and insert new copiers (56 Copiers)

	Current Lease Payment	12-Month extension with current machines	24-Month extension with current machines	36 Months with new machines	60 Months with new machines
Current Company	\$ 11,766.00	\$ 11,097.00	\$ 10,075.00	\$ 12,580.00	\$ 9,436.00
Competitor Quote				\$ 12,641.00	\$ 8,885.00

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## The Planning Department



### February-March

#### MLO

- FHS reduced scope and costing
- Safe entries conceptual design and costing
- SCHS renovation conceptual plans
- SSAE modifications – conceptual design and costing
- Scope for new elementary schools

#### Planning

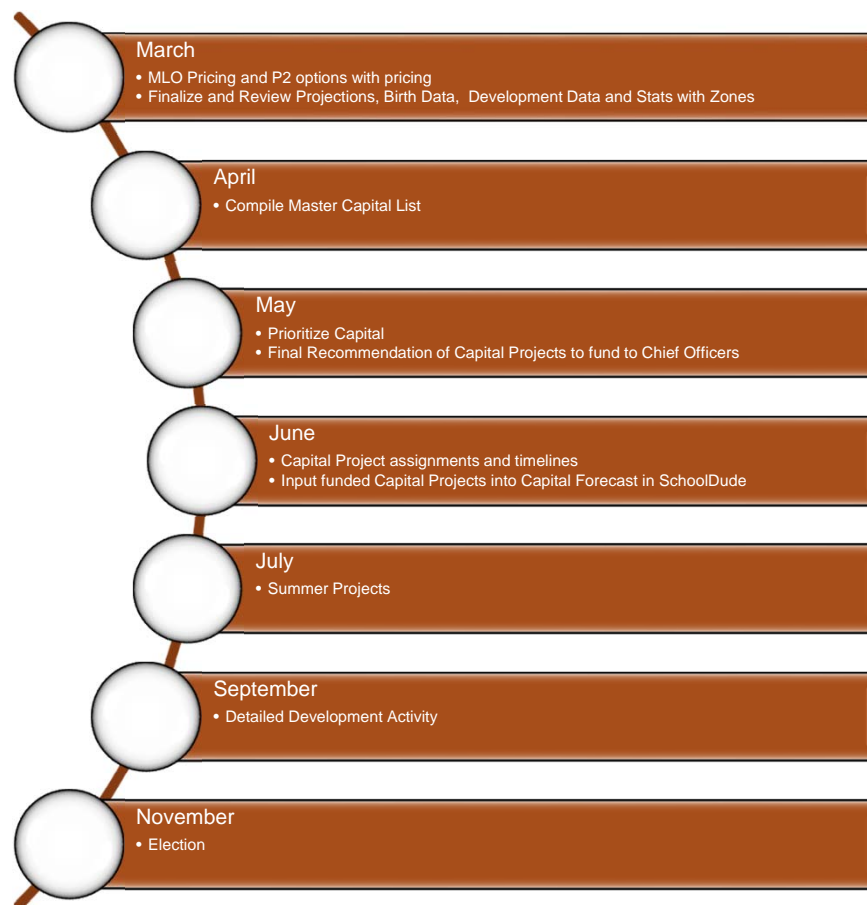
- Floor Plans
- Development
  - Morley Credit overage balance (20 remaining)
  - Credit transfer to Forest Meadows
- Reimbursement for overpayment by Classic

#### Data

- Choice out data
  - El Paso County High School data
- Future development and associated student generation
- Projections
- MLO Site Scorecards
  - System health ratings

#### Other

- Presentation on growth, development and capacity issues
- Tax Exempt status on Creekside with County Assessor
- Cognitive Coaching Training
- Dashboard



## District 49 current and future development by Innovation Zone

## Projected student generation

Falcon Innovation Zone		Quarters				2015 Total		K-5	6-8	9-12
		1Q15	2Q15	3Q15	4Q15					
TOTALS	Starts	90	113	121	69	393		125	43	34
	Closings	82	80	118	70	350		112	39	30
	Housing Inv.	189	222	225	218	224		71	25	19
	VLD Inv	528	581	577	742	772		246	85	66
	Future					20210		6447	2223	1738
	Students							7002	2414	1888
Power Innovation Zone										
TOTALS	Starts	50	62	131	99	344		110	38	30
	Closings	65	41	93	82	285		91	31	25
	Housing Inv.	90	111	149	166	166		53	18	14
	VLD Inv	199	222	234	220	220		70	24	19
	Future					1292		412	142	111
	Students							736	254	198
Sand Creek Innovation Zone										
TOTALS	Starts	27	37	51	29	144		46	16	12
	Closings	6	9	34	31	80		26	9	7
	Housing Inv.	36	64	81	79	79		25	9	7
	VLD Inv	140	158	83	96	96		31	11	8
	Future					855		273	94	74
	Students							400	138	108

\*VLD – Land inventory that is ready to be developed

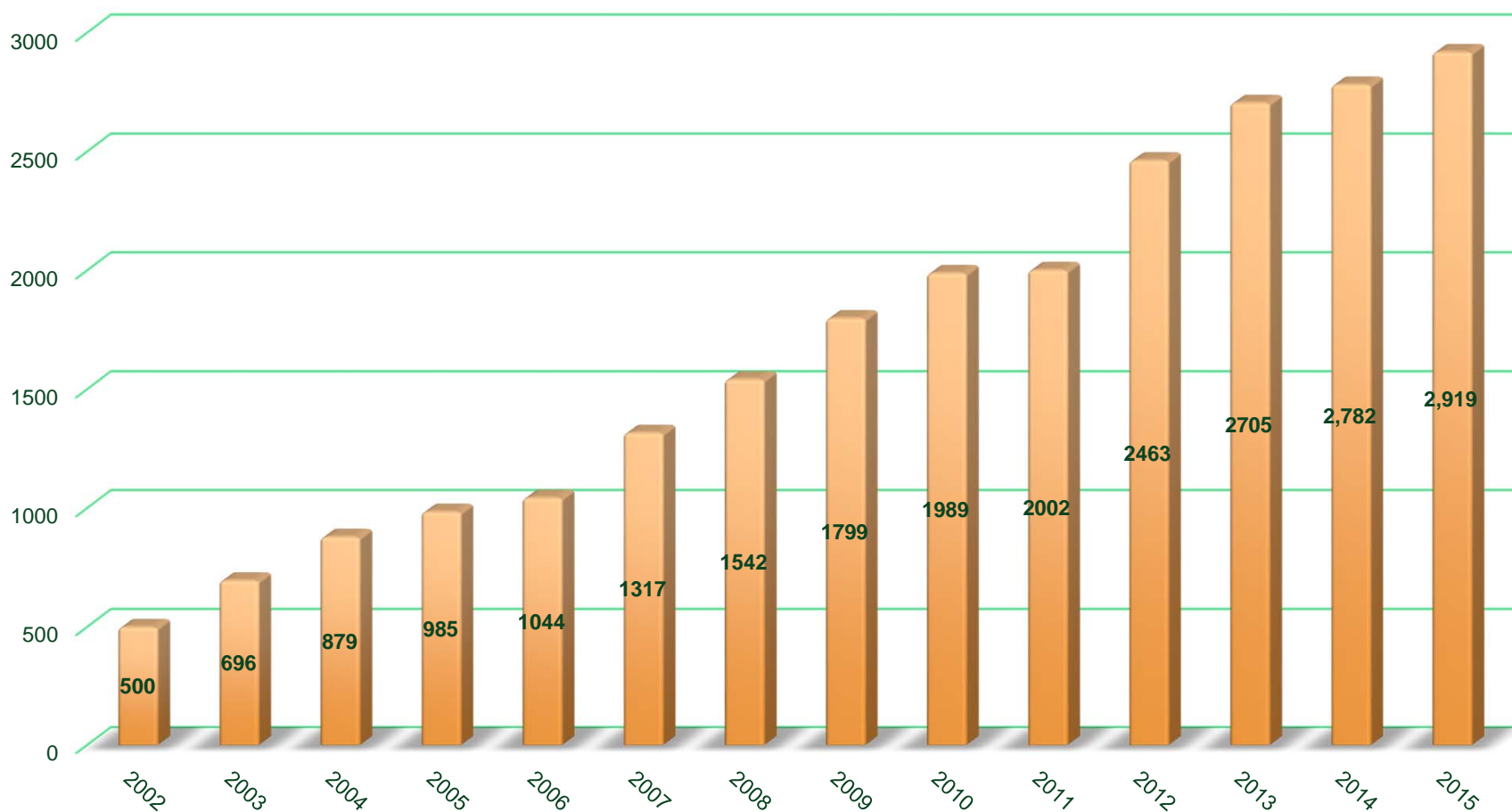
\*Student generation – based on number of students realized in D49 schools, not total students (which include choice out)

	Elementary	Middle	High School
Anticipated district total student generation for future developments	8138	2806	2194
Additional schools needed for anticipated growth based on current student generation rates	14	4	2

## D49 Resident Students who Choice Out of District

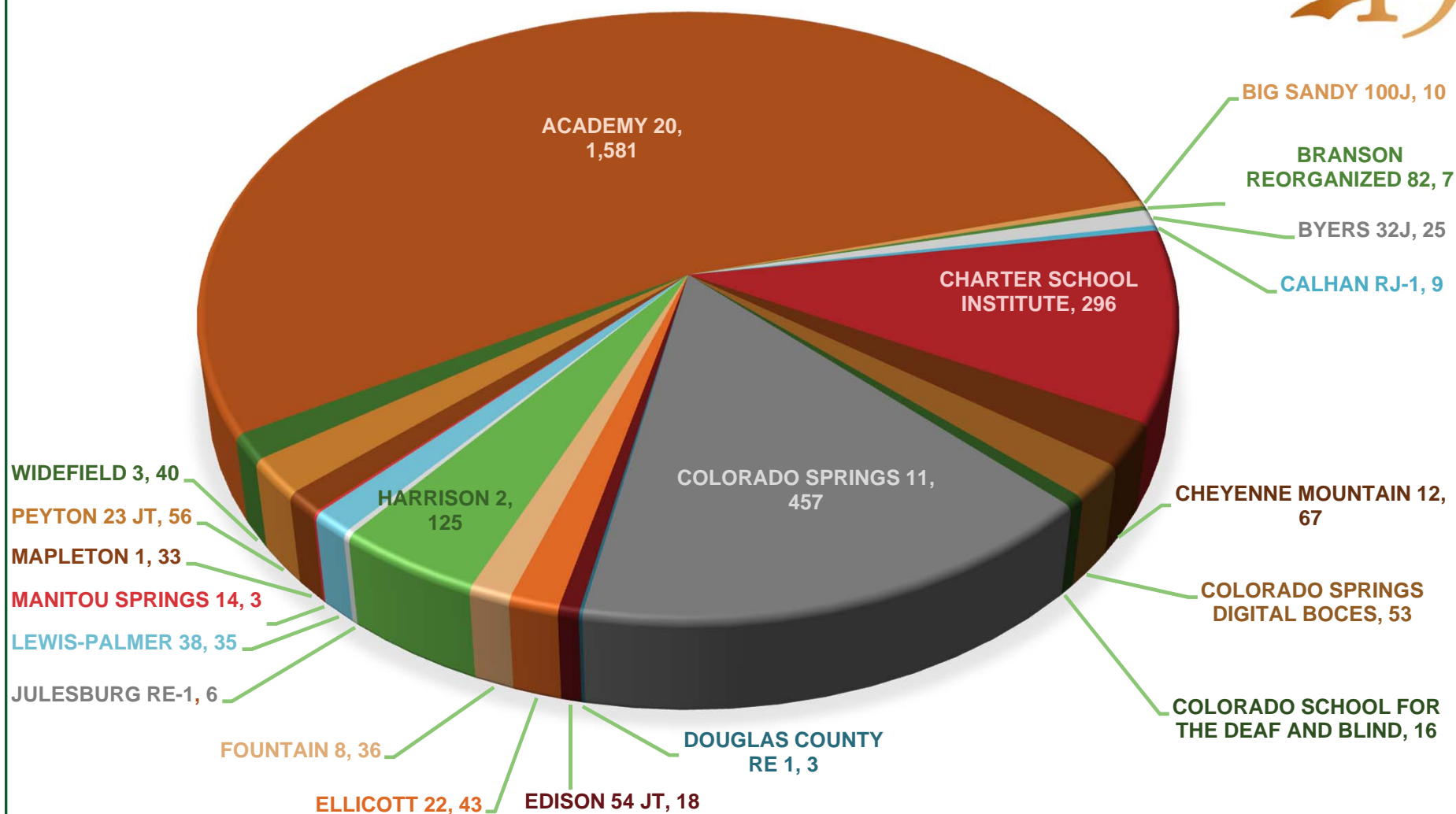


### Number of Students Exported over the last 14 years



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**In 2015, 2,919 D49 Resident Students  
Choiced into the Following Districts**

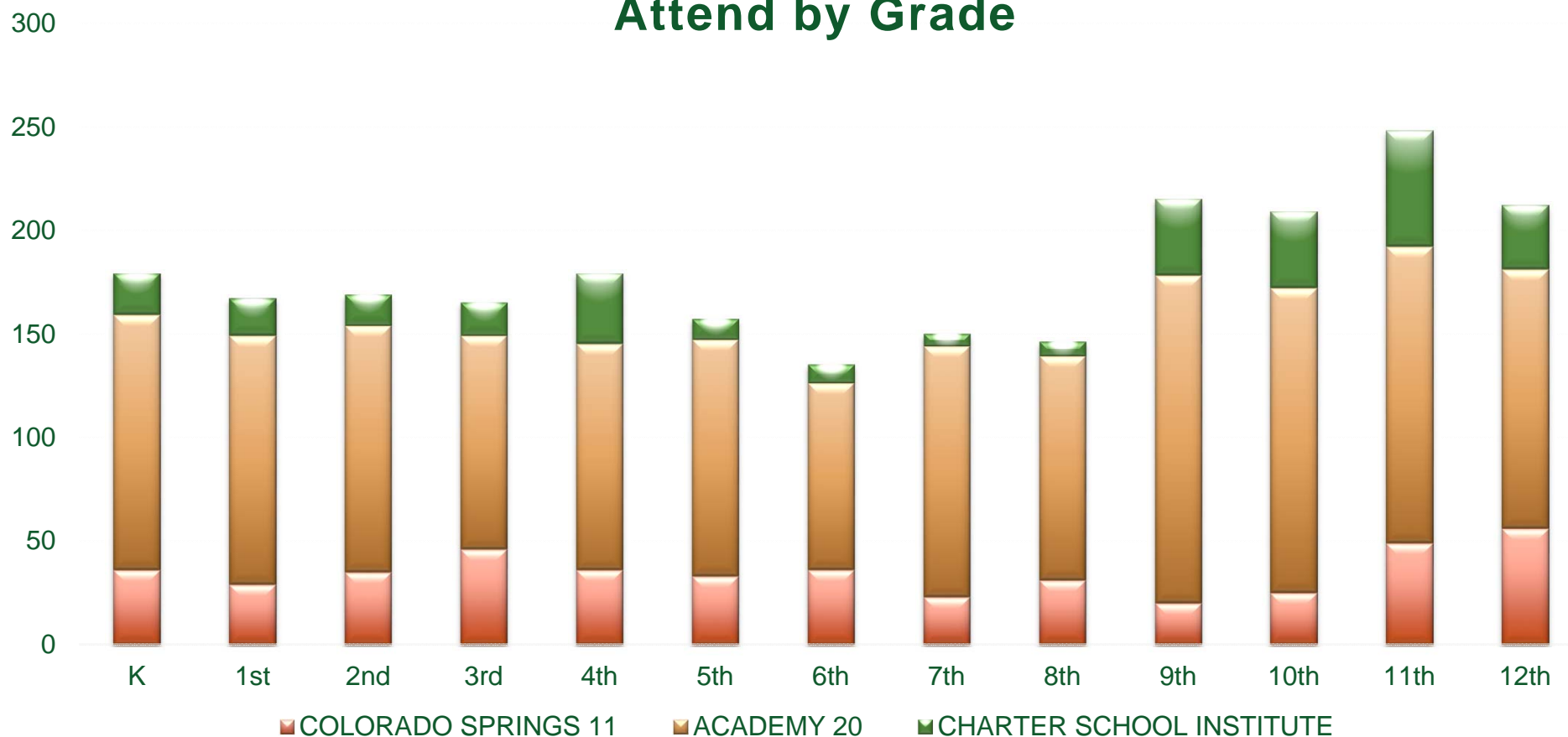


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Of the 2,919 exported D49 resident students, 2,331 attend three Districts with the following grade distribution



## Top Three Districts D49 Resident Students Attend by Grade

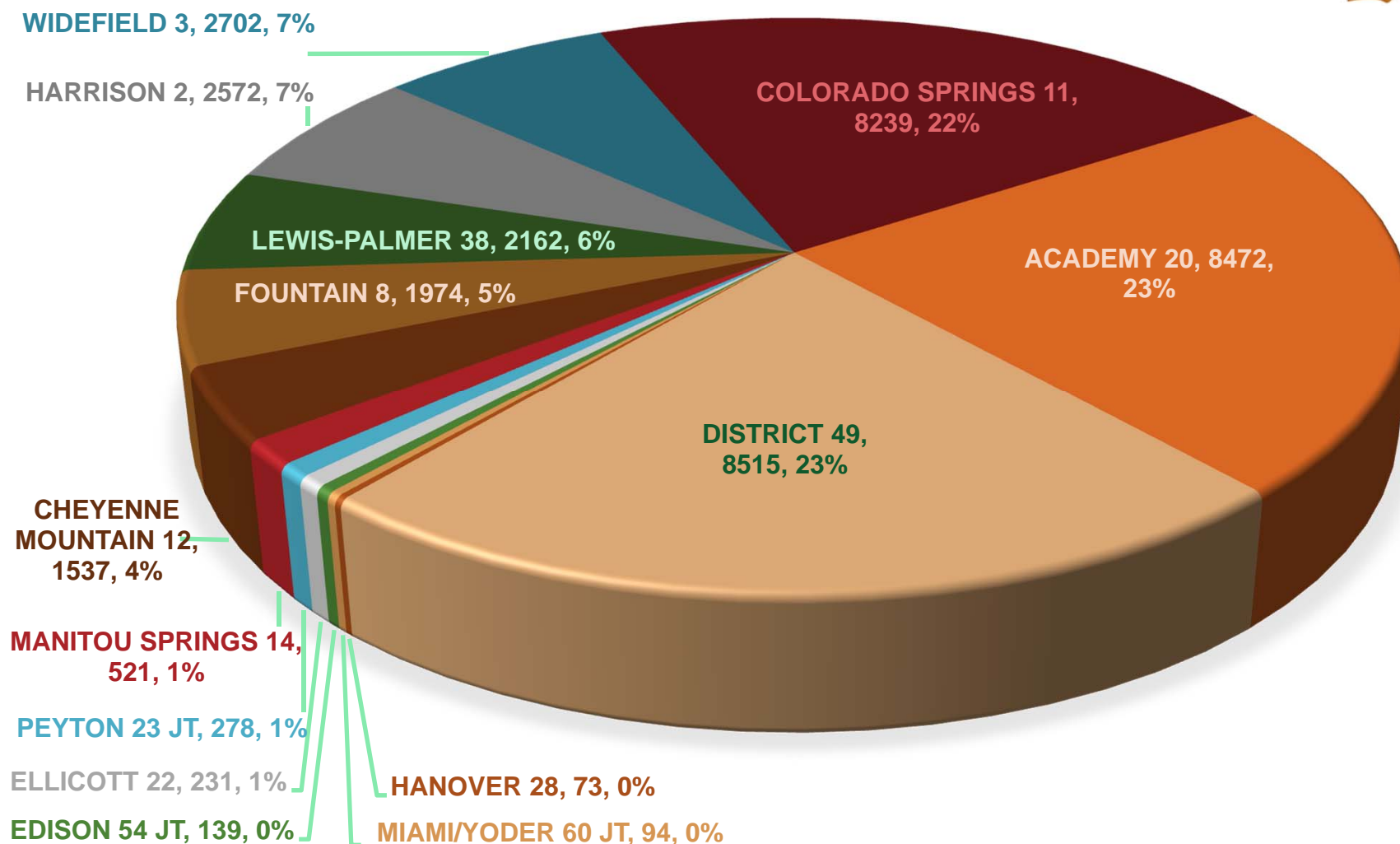


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# El Paso County High School Student Enrollment

## DISTRIBUTION OF 37,509 HIGH SCHOOL STUDENTS IN EL PASO COUNTY



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## Falcon Zone CEO Update

Innovation Zone Leader: Julia Roark

Action	Status	Results	Other/Comments
Educator Effectiveness: Evaluator/Teacher Interactions	Aug 1- Feb. 29	FHS- (not available- will include in April report) FMS- 193 WHES-103 MRES- 93 FESoT - 71	Observations with follow-up documented in RANDA – Colorado On-line Performance Management System
Average Daily Attendance Percentage	Feb. 1 - 29	FHS-92% FMS-95% WHES-93% MRES-95% FESoT-93%	Average attendance for the zone has remained stable
DIBELS/Burst Progress Monitoring	February 29	WHES- 439 MRES- 501 FESoT- 198	Number of students at benchmark in reading
GT	Aug 1-Feb. 29	FHS-69 FMS-108 WHES-59 MRES-31 FESoT-10	Number of GT students being served in the Falcon Zone
School Managed Budgets	February 15	FHS-58% FMS-78% WHES-78% MRES-41% FESoT-63%	Percentage spent. (Budgets were decreased as a result of October counts)
Community Engagement	Feb. 1 - 29	<b>Zone</b> Coalition Meeting 2/24 <b>FHS</b> – Band Concert 2/4; PTSA Mtg. 2/4; Craft Fair 2/13; SAC Mtg. 2/25; One-Act Play 2/26 <b>FMS</b> – Band Concert 2/4 and 2/9; PTSA Meeting 2/4 <b>WHES</b> – PTA and SAC 2/9; Music Program 2/23 <b>MRES</b> – SAC and PTSA 2/25; 2 <sup>nd</sup> Grade Concert 2/25; GT Dinner and Book Study 2/29 <b>FESoT</b> - Indoor Garage Sale 2/6; Muffins for Moms 2/10; Coffee and Conversation 2/10	Falcon Zone Coalition held its first meeting with 15 participants including 7 parents, 3 staff members, 4 community members and one student.

## POWER Zone CEO Update

Innovation Zone Leader: Mike Pickering

Action	Status	Results	Other/Comments
Primary Literacy DIBELS Progress Monitoring Data K-3	Last 3 Weeks	POWER Zone Elementary Schools: At Risk Category: 93% Some Risk Category: 95%	% of K-3 students with completed progress monitoring data
Primary Literacy DIBELS Effectiveness Report (Movement Across Proficiency Levels) K-3	Beginning of Year 2015-16 to Middle of the Year 2015-16	POWER Zone Elementary Schools: % Moved Out of At Risk: 46% % Moved Out of Some Risk: 58%	K-3 % of students moving out of At Risk category and % of students moving out of Some Risk category from Beginning of Year to Middle of Year
Enrollment	March 7	VRHS- 1404 SMS- 1134 OES- 512 RVES- 741 SES- 535	Number of students enrolled
GT	Aug 1-Dec 31	VRHS- 79 SMS- 92 OES- 16 RVES- 15 SES- 14	Number of GT students being served in the Zone
School Managed Budgets	March 1	VRHS-66.3% SMS-66.8% OES-65.6% RVES-65.1% SES-65.5%	Percentage spent 2015- 16 Fiscal Year
Performance Dashboard Work	March 9	Confirm Indicator Measurements and Begin Targeted Communication to Staff and Parents	Zone Vote on Performance Indicators in April/May

## Sand Creek Zone CEO Update

Innovation Zone Leader: Sean Dorsey

Action	Status	Results	Other/Comments
Observation/Feedback	Aug 1- March 4	SCHS-545 HMS-472 SRES-369 RES-250 EIES -180	Completed number of classroom observations
Average Daily Attendance Percentage	Feb 1-Feb 29	SCHS-91% HMS-93% SRES-95% RES-95% EIES-95%	Average attendance for the zone has remained stable
DIBELS/Burst Progress Monitoring	March 4	SRES-82% RES- 70% EIES- 67%	Percentage of students at or above benchmark in reading
GT	Aug 1-march 5	SCHS-71 HMS-55 SRES-27 RES-19 EIES-14	Number of GT students being served in the Zone
National Lunch Program	March 4	SCHS-36% HMS-50% SRES-28% RES-41% EIES-54%	Percentage of students qualifying for free or reduced lunch.
Advanced Studies	March 5	29 Concurrent Enrollment students 2 ASCENT students 3 AVP students	Programs continue to grow in the Sand Creek Zone

## iConnect Zone CEO Update

Innovation Zone Leader: Andrew Franko

Action	Status	Results	Other/Comments
Concurrent Enrollment	Fall 2016	16 students	Registered from FHP community
iSolutions	Jan-Feb	199 ½ credits awarded	1065 face to face meetings
Instructional Coaching/PD	Ongoing	4	Teachers at PPSEL in formal coaching cycles
Grants Awarded	February	\$500	From AIAA to PLC for drones and batteries
TEAM Coaches	March	Developed course	"Mentoring in the 21st Century"
Student Retention	Upcoming	91% 93%	GOAL Academy FHP
Charter School Waitlist	2016-2017	375 650 351 563	BLRA GOAL ICA PPSEL
Benchmark Testing	Dec-Feb	79%	SSAE grades 9-10 exceeding for college readiness

## **Department: | Learning Services**

### **Current and Ongoing Activity**

**Assessment:** March 14 marks the beginning of Online PARCC testing. Students in grades 3-9 will take PARCC assessments in English language arts and math. April 11-29, students in grades 5, 8 and 11 will take CMAS science assessments. A sampling of schools will take Social Studies in grades 4 and 7. Schools participating in paper PARCC testing will assess April 11– 29. Students with severe cognitive disabilities partake in separate tests, the DLM and COAlt. On April 19, tenth grade students move to the PSAT 10, while 11<sup>th</sup> graders take ACT. Next year, 11<sup>th</sup> graders will take the SAT. All testing ends April 29. At this time, 153 exemptions from state testing have been requested by families.

An RFP committee, made up of school and district leaders has begun the work to select a comprehensive district-assessment system in alignment with policy. It is intended that the new assessment system will be selected by the end of this school year and will be available for use in 2016-2017.

**Instructional Technology:** The D49 technology team selected Advanced Network Management, INC (ANM) as the vendor to purchase and install new switches across the district. We are incredibly excited to have their expertise in network management and installation as they are tasked with recommending new configurations that match best practice. New switches will provide more reliable internet service to classrooms and allow us to implement better security practices that are not possible with our current fleet of switches that are nine-years old.

John Litchenberg is currently creating a new policy proposal for student data privacy and overall data governance in D49. Student data privacy continues to be a contentious topic nationally and we can expect new state legislation will be proposed this summer. Our strategy is to stay ahead of the curve so we can demonstrate accountability to our community.

In preparation for PARCC testing, upgrades to Wi-Fi infrastructure for the 1:1 classroom deployment of access points across the district will continue. With the recent approval MLO funds for infrastructure upgrades, D49 will see a dedicated internet access point in every classroom by the end of May.

**Title Programs:** On December 10, 2015 President Obama signed the Every Student Succeeds Act (ESSA) into law. This act replaces the No Child Left Behind Act (NCLB), which has been in effect since 2002. The ESSA includes Title I, Part A Education for the Disadvantaged; Title II, Part A, High Quality Teachers and Principals; and Title III, Part A, Education for English Learners. The implications of ESSA for districts will happen at the beginning of the 17-18 school year. This provides states and districts one year to transition. On March 3, 2016, the US Department of Education announced the members of the negotiating rule-making committee that will advise the USDoE on regulations for the implementation of ESSA. As the USDoE proceeds with the writing of regulation, Paul Coleman, Coordinator of Title Programs, will keep the board abreast of changes that will affect D49.

**Primary Literacy:** On April 1, the District will host a second Primary Literacy Summit as a follow-up to the one held in November. “Pursuing Peak Literacy” will include a keynote presentation, followed by breakout sessions led by the CDE office of library services and office of parent engagement, as well as teams from each elementary school sharing successes with Primary Literacy initiatives.

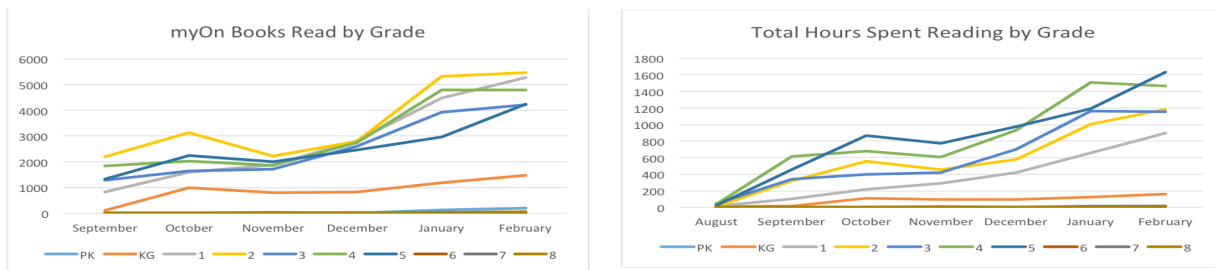
## REPORT OF THE CHIEF EDUCATION OFFICER

On April 8, Amber Whetstine and Kristy Rigdon will present “Cultivating a Culture of Literacy” to superintendents and other district leaders from across the nation at the District Administration Leadership Institute Summit.

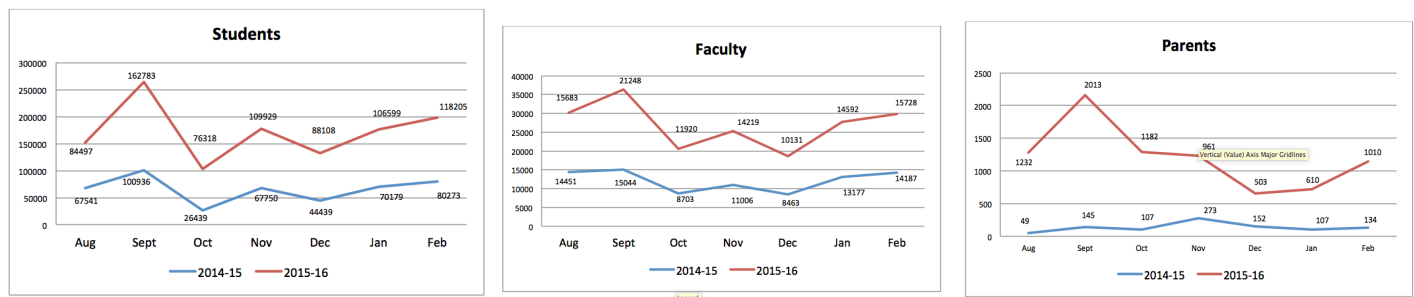
Planning for Summer READ Camp 2016 is underway. Interviews are being conducted for three principal positions, and invitations have been extended to teachers and students. As of March 7, 99 students have requested seats during Summer READ Camp. The six-week camp will be held again at district Title I elementary schools, serving all students on READ plans in Falcon, Power and Sand Creek Zones.

Odyssey, Stetson and Remington Elementary Schools are working with Kristy Rigdon to submit an Early Literacy Grant application. This grant would enable schools to hire literacy coaches, and additional interventionists. If awarded the grant, schools will work with a consultant to improve their leadership teams, acquire professional development, and improve literacy achievement for all students. Should the schools receive the three-year grant, they will be notified May 13.

District 49 will continue to participate in the Early Literacy Assessment Tool (ELAT) grant next year. The ELAT Project grant request was submitted. For a second year, all elementary schools are participating. Coordinated schools will enter their fourth year with the project.

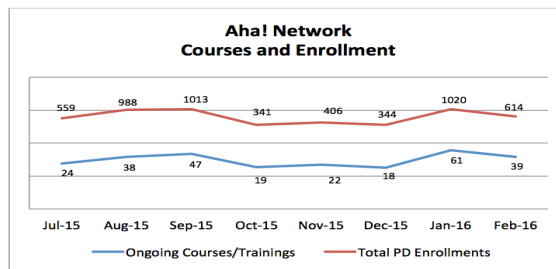
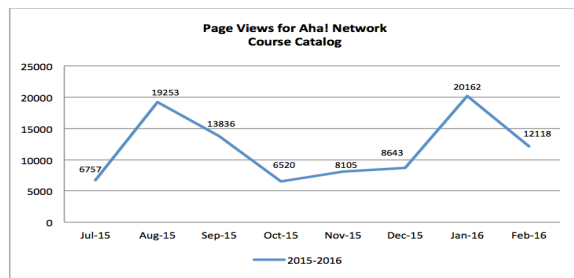


### Schoology: Schoology Logins by Category



**Aha! Network:** A variety of professional development opportunities will be provided to district staff in the upcoming month. Examples include Mentoring in the 21<sup>st</sup> Century, Online Mentoring in the 21<sup>st</sup> Century African American Youth Leadership Conference, Kagan Training, Understanding Poverty Training, Reading Foundations Academy, and High Effective Teaching in Physical Education among more.

## REPORT OF THE CHIEF EDUCATION OFFICER



**Wellness:** Whole School, Whole Community, Whole Child Co-Leaders met March 2 for bi-annual training. Woodmen Hills Elementary School was recognized as one of 43 Healthy Schools in Colorado at the Colorado Education Initiative's Healthy School Summit on March 4 and awarded \$500 toward healthy schools initiatives. Registration is open for Fun Fit Fridays, a free fitness opportunity funded through Kaiser Permanente, for Power Zone students in grades K-3 on Fridays this summer.

### Instructional Technology:

The International Society for Technology in Education (ISTE) 2016 will be held in Denver this year. Learning Services will use Title II funds to pay registration costs for teachers based on an application process. Twenty teachers submitted applications and 7 were chosen to attend the 4-day conference to learn new ways to incorporate technology in the classroom.

D49 has been chosen to host a Google Apps For Education Summit (GAFE) in July. This event will provide a unique opportunity for D49 educators to focus on deploying, integrating and using Google Apps for Education, and iOS and other digital learning tools to promote student learning in their classrooms.

**School Improvement:** The Colorado Department of Education recently released Percentile Rank Reports for districts and schools. These reports provide information on performance rankings based on mean scale scores on TCAP and PARCC. With the transition to new assessments and varying levels of participation in 2015, these reports assist with providing useful data for Unified Improvement Planning (UIP). Amber Whetstine met with the District Accountability Advisory Committee (DAAC) UIP Subcommittee on March 2, and will present the district UIP to the DAAC on March 15 for recommendation to the Board.

**Educator Effectiveness Liaison Network (EELN):** In coordination with our EELN work, Amber Whetstine and Stan Richardson are leading instructional coaches in rounds through classrooms at the elementary and secondary levels. The goal is to calibrate understanding of best-instructional practices, aligned with the Colorado Evaluation Model, Teacher Quality Standards. Coaches visited Woodmen Hills Elementary School on February 25 and will be conducting rounds at Skyview Middle School on March 10.

### Upcoming Activity

**Performance Excellence:** Amber Whetstine has coordinated examiner training for the Senior Leadership Team on March 30. Several D49 leaders will attend this year's RMPEX Quest for Excellence event, scheduled for May 18.

**Title Programs:** On March 30-31, teachers and leaders from the six Title I schools will participate in Ruby Payne's "A Framework for Understanding Poverty" training. This two-day workshop will introduce

educators to strategies for better supporting students and families in Title I schools. Beginning in July, a full time Parent Engagement TOSA will serve Horizon Middle School, Evans International, Odyssey and Falcon Elementary Schools with additional training and support for families of Title I students.

**Wellness:** Planning is underway for the first D49 “Assent to Excellence” Rachel Duerr is coordinating a training program to support up to 50 D49 students, educators and community members in climbing Pikes Peak this July. Rachel is coordinating with Shannon Hathaway to plan for using employee wellness funds provided by our District insurer, Anthem. In April, Rachel Duerr will launch a hiking staff wellness challenge to encourage staff of all fitness levels to explore trails in the area, meet weekly cardio goals and increase knowledge around hiking topics.

**School Improvement:** Amber Whetstine is serving on the Colorado State Review Panel for the third year. By providing input into the performance of low performing districts and schools across Colorado, she has gained insights to help D49 schools with improvement efforts and new ideas to support the accreditation process in D49. She is continuing to work with Education Office Leaders to review and update the District Unified Improvement Plan, for Board approval this April.



**Department: Individualized Education**

Dept.	Athletics		
Specific Action	Due Date	Status	Other/Comment
Jay Hahn, Kim Boyd and Amy Dreyer gave concussion in-services at SMS, VRHS, HMS and SCHS	February 26 2016	The meetings went great. There were positive discussions, questions were answered and various procedures were clarified and agreed upon.	Decisions were made on how to relay this information to all staff and parents and how this will be done every semester moving forward.
FMS and FHS will be visited with the same in-service on March 11	Mar-16	see above	See above
All helmet orders were given and received	January - February 2016	We appreciate the district supporting the schools financially in these purchases for the safety of our students	
2 of our teams - SCHS girls and VRHS boys have made it to the Elite 8 in the basketball playoffs	Mar-16	Looking forward to attending and supporting our teams	
Copies of all winter coaching evaluations were given to Jay Hahn to put on file and for documentation.	1-Feb	last year we agreed that a copy of all evaluations would be sent to the District Athletic Director	
Dept.	ELD		
Specific Action	Due Date	Status	Other/Comment
ELD Spot Observations - LT/DOL	End of 3rd Quarter	On going	ELD team will conduct ELD Spot Observations looking for Posted Learning Targets/Demonstration of Learning (Formative Assessment) in each ELD Classroom

## REPORT OF THE CHIEF EDUCATION OFFICER

English Language Plan(ELP) Check	Feb. 15th	COMPLETE	ELD team checked a random sample of ELPs for completeness and if ELPs have been reviewed for student. ELD Coordinator to follow up with ELD teacher's who need extra support.
ELD Parent Advisory Committee (PAC)	February 18th	COMPLETE	ELD team/ELD Teachers/CIA Coordinator met with a small group of parents - mostly from the Falcon Zone. CIA Coordinator provided a brief overview of the upcoming PARCC/CMAS. ELD Teacher shared 'GRIT' and how important it is to continue to hold students accountable and provide motivators. Parents also had the opportunity to share positives of ELD and areas of improvement.
ELD -PLC/PD for ELD Teachers	February 24th	COMPLETE	Met with our consultants to continue our focus of Posted Learning Targets and Demonstrations of Learning (Formative Assessments) Groups were divided out by Elementary and Secondary due to different needs at each level.
Dept.	EXCELL		
Specific Action	Due Date	Status	Other/Comment

## REPORT OF THE CHIEF EDUCATION OFFICER

Besides our 2 current expelled students we have enrolled 7 new students into EXCELL PLUS	January - March 2016	This is working awesome but EXCELL PLUS is beginning to take on the role of an alternative school and at times an SED self contained classroom	Space is an issue. We are getting kids from PLC - the role of our alternative campus and self contained programs needs to be revisited to help more kids be successful at those campuses
2 of our students are here on a temporary basis. The other non expelled kids are here for the rest of the year.	January - March 2016	Please see above. OUR alternative campus needs to revisit : RELATIONSHIPS, RELEVANCY AND THEN RIGOR	no more GED in district?
We have added Mobymac another Math program to go along with Reading Plus, Mathscore and online Fuel Ed.	On-going	We will graduate a student from here and help others gain many recovery credits	
We are currently accommodating elementary, middle school and high school students	On-going	We have a cooperative environment and kids are succeeding.	
Dept.	Gifted and Talented		
Specific Action	Due Date	Status	Other/Comment
In collaboration with Director of Gifted Education for School District 20, developing full grade acceleration "guidance document" for schools.	5/1/16	Ongoing	Possible implementation of process on a first grader at WHES at end of school year depending on Beacon Assessment at above grade level.

## REPORT OF THE CHIEF EDUCATION OFFICER

Attended CDE State Director of Gifted and Talented Education Meeting regarding upcoming changes in gifted policies. Additionally, presented on progress made in improving gifted education in D49.	2/26/16	Completed	CDE was thrilled with increase in identification. Additionally, happy with "tightening" of procedures resulting in better productivity. Finally, strong improvement in parent communication.
Started Supporting the Emotional Needs of the Gifted (SENG) Parent Groups	5/9/16	On-going	
Non-academic identification processes	On going	On going	Applications completed. Select student to "move forward" in process and will participate in committee presentation on April 23. Only students who have been referred will participate in process. This is an experimental year. Want to make certain process will work well before introducing district wide.
Developing plan to "roll out" standards based ALPs next school year.	On going	On going	Transition year - not all schools will start standards based ALPs.
Dept.	College in Colorado		
Specific Action	Due Date	Status	Other/Comment
Manual Course Catalog clean up	As soon as possible	Completed	Since there are systematic issues in IC with the way courses are set up, I was able to manually go into the data file and update each schools courses individually (1,191 courses). Now all courses

## REPORT OF THE CHIEF EDUCATION OFFICER

			catalogs are uploaded.
8th Grade Course Set Up Request	As soon as possible	Completed	I had a request from Falcon Middle School to load all FHS 9th grade courses into the FMS site so that 8th graders can build their plan of study for next year. I manually did this for FMS, SVMS, and HMS.
Tech Support for CIC	Ongoing	Ongoing	Assisting all personnel with issues in CIC. This month has definitely been time consuming as all schools are trying to get milestones completed before state assessments begin.
Misc. Grades- Cognitive Abilities Test- Scoring/Norming (excluding 6th grade testing)	Ongoing	30 Misc. tests scored/normed from date of last CEO Report	Since the last CEO Report, 30 students were tested with the CoGAT resulting in 11 newly identified students.
MYAP Planning Tool in IC	No deadline	Attended webinar training with Von on February 25, 2016	Exploring new program in IC that could potentially help students with Plan of Study milestone. I attended to raise concerns and to compare capabilities in IC to CIC.

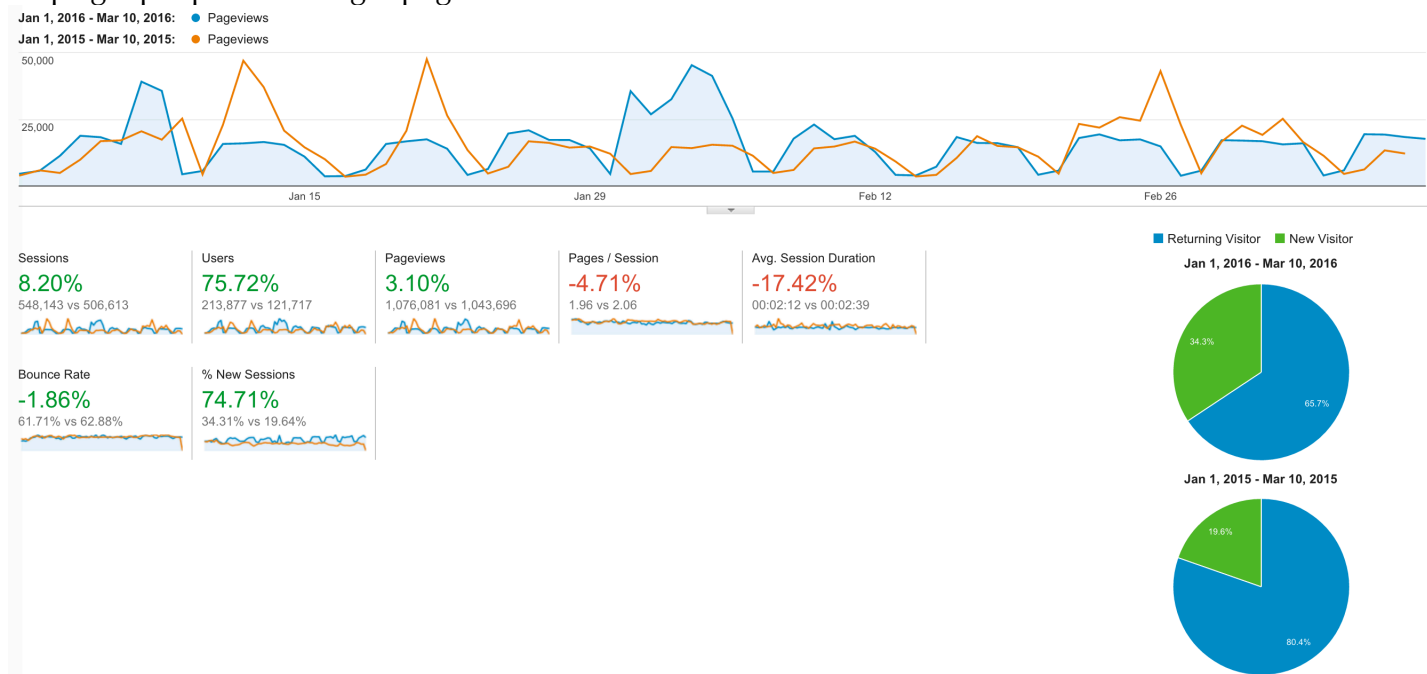
## REPORT OF THE CHIEF EDUCATION OFFICER

Management of CE Tuition Repayment Process	1-May	Ongoing	Working with book keepers and secretaries in the high schools with student tuition repayments for students not earning the required grade in CE.
CE- Minority Student Data Report	Following the Add/Drop Deadline for Spring 2016	Completed March 1, 2016	CE Minority Student Data for 2015-2016 school year
CE- Data Report on high school content area courses	Following the Add/Drop Deadline for Spring 2016	Completed March 1, 2016	CE course data trends from 2014-to 2016.
Dept.	Special Education		
Specific Action	Due Date	Status	Other/Comment
ICAP Lead complete random audit of ICAP implementation	1-Apr-16		Scheduled for 3/22/16.
Schedule one audit of Standards Aligned IEP's	15-Apr-16		Scheduled for 4/13/16.
PLC Leads Complete quarterly meetings	1-May-16	PLC Leads Complete quarterly meetings	All PLC's will be completed by 3/9/16. Some had to be rescheduled due to snow days.
PreK Round Up held at Creekside	26-Feb	Completed	Over 158 families registered

## Department - Communications

### Data Dashboard – D49.org

Since last report of the district's digital home, we continue to show slight growth year to year with respect to page views (+3.10%). Of note continues to be the increase in the number of users year to year. More student devices are in the classroom. Most, if not all of these devices default to the D49.org homepage when a browser is opened. These new devices account for the greatest percentage of new users. Pageview spikes in both years of data are weather events. Note that pages per session and average session duration are lower than the same time period in 2015. Users continue to become more and more familiar with where content is located and providing direct customer support via our LiveChat helps get people to the right page faster.



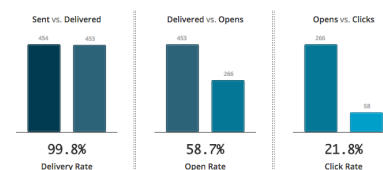
### Data Dashboard – Bronto Email Distribution Platform

Performance Over Last 30 Days			
Sent	Delivery Rate	Open Rate	Click Rate
98,621	99.8% 98,410	25.4% 25,028	17.4% 4,348

We've sent just under 100,000 emails over the last month, which earned 25.4 percent open and 17.4 percent click rates — our targets are 25% open rates and 10 percent

click rates so we are performing well.

The highest engagement messages during the period were in regards to the preschool survey. All preschool families were provided a survey about their experience in preschool this year. As you can see, when highly relevant messages are provided to families, the open and click rates outperform communication department goals and industry averages.



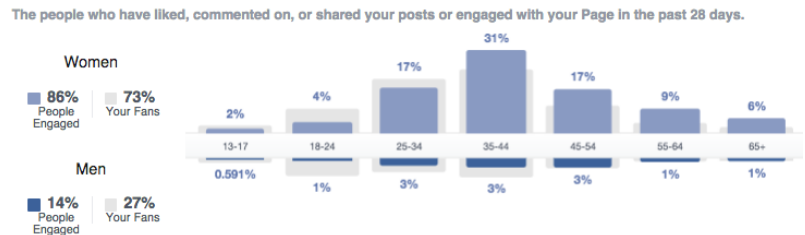
### Data Dashboard – Facebook Social Media Platform

Facebook has the largest amount of engagement between District 49 and its stakeholders among the social media platforms we use to promote the brand and engage with our community. As of March 10,

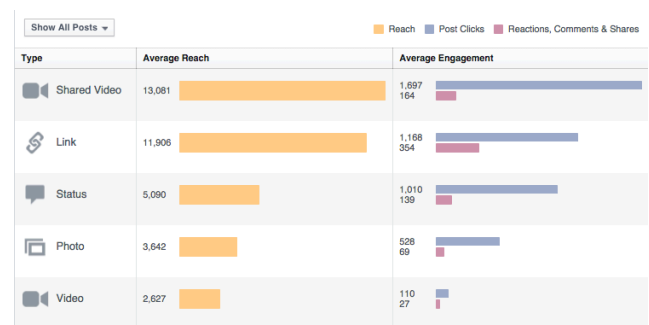
## REPORT OF THE CHIEF EDUCATION OFFICER

Facebook.com/District49 has 10,723 likes, with more than 1,000 of those occurring in the last six weeks (historic snowstorm).

The communications team spends considerable effort analyzing data from social media sites to target posts and engagement opportunities to the most relevant audience on each platform. Presented this month, you can see that the overwhelming user group our brand engages with on Facebook is women. Seventy-three percent of page likes are from this demographic group. Sixty-five percent of engagement (likes, comments, shares, etc.) in the last month results from this group too.



Staff Saturday posts began on Facebook last semester; Engagement with these posts is in the top 10% of District 49 Facebook posts on average. The videos are hosted on YouTube, so qualify as “shared video” posts in Facebook analytics (right). The opportunity to highlight our staff has been well received by parents, community and staff members. Staff also receives an email about that week’s Staff Saturday post as their workweek begins.



## Building Our Future Community

Lawn banners have been installed at all District 49 coordinated schools and learning centers. District leaders continue to present the details of the plan to staff and community groups (most recently the Eastern Plains Chamber of Commerce and Pikes Peak Association of Realtors). Fifteen thousand fold-out pamphlets have been delivered to schools, recreation and community centers, libraries and other businesses in District 49.

**4 Priorities**  
**No New Taxes**

**BUILDING OUR FUTURE COMMUNITY 49**

- 1 - New Additions/Remodels at Three Largest High Schools
- 2 - Refresh All Schools
- 3 - More Money For Teacher Salaries
- 4 - Build Two New Elementary Schools

**VOTE NOV. 8**

Learn More at [D49.org/OurFuture](https://D49.org/OurFuture)



Parents and staff have received targeted Bronto emails announcing the plan with a call to action to visit [D49.org/OurFuture](https://D49.org/OurFuture). A Building Our Future Community overview video that runs 3:30 has been created too and promoted on social media. Social media advertising will continue over the next three months.

**Department: | Concurrent Enrollment**  
**Best District to Learn, Work, and Lead**

**Processes/Programs:**

- **Multi-Year Academic Planning** tool in Infinite Campus – exploring tool to replace current Plan of Study milestone in College in Colorado. Dr. Louis Fletcher and Von Kiyomi are lead on implementation. Project will save many man-hours for secondary counselors and master schedulers, and will provide much needed visibility to students' course selections for projecting staff FTE and course offerings. *Goal: Multi-year Academic Planning tool will be informed by student ICAPs.*
- **Conover Workplace Readiness Series**– online, cloud-based, research based curriculum to support soft skills development for secondary students' ICAP planning and 49Pathways career & college pathways. *Research shows that 85% of workers' success is determined by soft skills.*
- **D49 Concurrent Enrollment TeachBack Program** – Paul Finch, D49 CE Coordinator, has enrolled two math, one US History, and one English teacher in online graduate school through our D49 CE TeachBack Program. Upon completion of graduate coursework, teachers will qualify to teach college level courses on D49 HS campuses.
- UCCS Dual Enrollment - exploring **SoColo Scholar's Reach Program**, a 3-year career-focused program for first generation students and military dependents.
- **MathXL** - escorted SCHS and zone leader to TCA College Pathways (#1 hybrid online school in CO) to explore MathXL, an online homework and assessment extension to Pearson Math, with multiple self-help functions for students while they do their homework at home.

**49Pathways Transportation** – Coordinated district level discussion regarding transportation support for students participating in Concurrent Enrollment and CTE pathways. Five bus routes, developed by Gene Hammond, include transportation for:

1. AVP (Area Vocational Program) at PPCC Centennial Campus
2. Beauty College
3. Peyton Woods Program
4. FHS Agriculture Program (Latigo Equestrian Center)
5. Creekside Success Center (shuttle from FHS and VRHS)

D49 Chiefs and zone leaders agreed that these programs should be supported to ensure that students are able to participate in these career pathways for 2016-17. See attached map.

**DAAC** - Attended Feb 23 DAAC meeting and was invited to provide a Concurrent Enrollment update to DAAC on April 26.

**Cognitive Coaching** - completed second session with Julia Roark, instructor.

**Portfolio of Schools**

**PPEC** (Pikes Peak Early College) – submitted application Feb 9. CDE will submit application to State Department of Education on March 18.

**PTEC** (Power Technical Early College) - Attended James Irwin information meetings for PTEC, providing support to parents and students regarding early college opportunities through Concurrent Enrollment and Pikes Peak Community College.

**Community**

**Peak Partners Leadership Academy** – participated in discussion panel and provided information to attendees regarding 49Pathways and Concurrent Enrollment.

**Every Student**

Conducted College Advising sessions with SCHS gifted and talented students wishing to take Calculus III through Concurrent Enrollment.

Visited Peyton Woods Program Orientation.

## **Department: | Career & Technical Education**

### **Current and Ongoing Activity**

Seven DECA state qualifiers (sponsored by FHS's Alex McIntire) represented themselves as well as FHS at the Broadmoor Hotel February 21-23, 2016. This is the 51st year that the Broadmoor has hosted the prestigious Colorado DECA SLC, and that IS exciting!

One of FHS's current senior CNA students was awarded one of the coveted UC Health - Memorial Learning Link internships. She received her first choice placement of mother-baby.

Ten FHS HOSA students qualified for the National Leadership Conference this past weekend. In addition to the 10 national qualifiers, there were an additional 28 top finished by 21 Falcon HOSA students. This included the student who won the prestigious Pacesetter Award, and a former FHS student was elected as Colorado State Co- president for 2016-17.

Connie Michaels-Lipp, from FHS, was honored as the Outstanding Local Advisor at the State HOSA competition.

The Falcon High School Cyber Patriot Team qualified for the National Semifinals in the Computer/Network Security competition.

Two FHS teams made it to the semifinal round and will compete to determine the top 12 finalist in the nation.

Congratulations to three FHS FBLA students who qualified for State in their recent competition.

After four years of hard work, the VRHS senior Cyber Patriot team has earned a trip to the National Finals of the Cyber Patriot National Youth Cyber Education Program. The MegaCyberWolves finished first in the Southwest Regional Cyber Patriot competition, and third internationally from 1600+ teams.

### **Upcoming Activity**

FHS HOSA is sponsoring a blood drive on March 11 with appointments from 8:30 a.m. - 1:30 PM

The National HOSA Competition is set for June in Nashville, TN. Teams from FHS and VRHS will be competing.

FHS and VRHS FBLA qualifiers will travel to Vail for the State competition in April, competing in the following areas: Spreadsheet Applications and Electronic Career Portfolio, Cyber Security, and Intro to Business Procedures.

Vista Ridge Cyber Patriot team is participating in the Cyber Patriot National Youth Education Program taking place in Baltimore, Maryland, April 10 -14.

## **Department: | Culture and Services**

Building culture and providing services is a continuous process that requires buy-in from School District 49's leadership, students, parents, and community. Intentional exposure and meaningful interaction leads to measurable outcomes, which creates a responsive multicultural environment.

### **Current and Ongoing Activity**

#### **Cultural Framework**

The Director, C&S scheduled Title IX training, delivered by the MSU Equity Assistance Center, for April 13-14, 2016 to be hosted here in District 49. The purpose of the training is to foster a Title IX friendly culture in the district's schools that provides foundational knowledge and insight on the role of Title IX awareness in a K-12 school district. Additionally, a dialogue was started with the Military Child Education Coalition (MCEC) to receive technical assistance to pursue a Department of Defense Education Activity (DODEA) grant, which would be used to provide social-emotional support to District 49's students in the form of Restorative Practices training and elementary school counseling support.

#### **Department of Justice**

The Department of Justice (DOJ) remains quiet. The chance meeting with our DOJ representative's supervisor, during a restorative practices workshop at the National Conference on Education in February, is the extent of District 49's interaction with the DOJ in February 2016.

#### **Community Outreach**

The African American Youth Leadership Conference (AAYLC) will be held March 12, 2016 at Colorado College from 8:00 am until 5:00 pm. District 49, a major sponsor, has vigorously promoted student and employee participation using D49's website, email blasts, and the Aha! Network. The District 49 Communications department produced a full-page advertisement for the conference's journal as well.

### **Upcoming Activity**

1) AAYLC participation 2) Restorative Practices Resolution 3) DODEA Grant Writing

## **Department: | Central Enrollment (CE) and Student Information (SI)**

Central Enrollment is the entry point of the district; therefore, processes are being reviewed daily to add efficiency and customer focus. The SIS is vital tool in the process of fostering integration in the district.

### **Current and Ongoing Activity**

#### **Enrollment Reform**

Decisions on the potential migration of SIS and other IT systems, to support District 49 operations, are still on hold pending the Chief Officers' guidance.

### **Upcoming Activity**

#### **Process Documentation & Customer Service Training**

The job description for the SI Technician underwent updating and coordination in preparation for public posting. The goal is to hire a candidate who could learn the duties and responsibilities during the sun down period of the current SI Technician. The latter would provide continuity of operations during the transitional period.

### **BOARD OF EDUCATION AGENDA ITEM 13**

<b>BOARD MEETING OF:</b>	March 30, 2016
<b>PREPARED BY:</b>	D. Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Policy and Procedure Review
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Ongoing review of Board policies to ensure compliance with current laws and regulations and to ensure policies align with practices that best serve the district.

**RATIONALE:** Board policies are routinely reviewed to ensure that they are current and reflect applicable federal and/or state regulations as well as the needs and processes of the districts.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

No.	Designation	Title	Reviewed by	Recommendations
13.a	ADD, ADD-R, ADD-E	Safe Schools	D. Watson, J. Bay	Updated to reflect CASB's recommendations Recommend repeal of ADD-E, duplicate of ADD-R
13.b	BHC	Board Communication with Staff	D. Richer, Chief Officers	Recommend Repeal, no CASB policy
13.c	CC	Administrative Organization	D. Richer	Periodic policy review, updated to reflect CASB's recommendations
13.d	CH	Policy Implementation	D. Richer	Periodic policy review, updated job titles
13.e	CHD	Administration in the Absence of Policy	D. Richer	Periodic policy review, updated job titles
13.f	EI	Insurance Program Risk Management	S. Hathaway, B. Ridgway	Periodic policy review
13.g	GBGD, GBGD-R	Workers' Compensation	S. Hathaway, B. Ridgway	Periodic policy review
13.h	GCGC, GCGC-R	Job Sharing in Professional Staff Positions	P. Andersen, B. Ridgway	Recommend repeal, no CASB policy

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.

BOE Work Session March 30, 2016  
Item 13 continued

<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After review and discussion, move eight policies in item 13 for action at the next regular board meeting.

**REVIEWED BY:** Chief Officers

**DATE:** March 11, 2016

# BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Safe Schools</b>
Designation	<b>ADD</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

The Board of Education recognizes that effective learning and teaching take place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. To that end, the Board directs the Chief Education Officer, following regular review of relevant data and consultation with the District Accountability Committee, School Accountability Committees, parents, teachers, administrators, students, and when appropriate, school psychologist and members of the community including victims advocacy organizations and local law enforcement, to develop and maintain a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aim to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each ~~d~~District building.
11. Procedures to provide for regular communications between ~~d~~District officials, law enforcement officers, fire department officials, city and county officials, and local medical personnel to discuss crisis prevention and management strategies including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention; natural disaster response; accident prevention; public health; traffic, bicycle, and pedestrian safety; environmental hazards; civil defense; classroom and occupational safety; and special hazards associated with athletics and other extracurricular activities.
- 13. Procedures for the reporting of criminal activity to law enforcement.

~~13-14.~~ A child sexual abuse and assault prevention plan, including comprehensive, age appropriate curricula regarding child sexual abuse and assault awareness and prevention and professional development for school personnel and parents in preventing, identifying, and responding to child sexual abuse and assault.

Each building principal shall- be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually in the manner and by the date specified by

the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during the school year. The report shall contain, at a minimum, the information required by law.

The Annual safety reports from every school in the district shall be compiled and submitted to the state department of education in a format specified by the State Board of Education. The report shall be made available to the public.

- Adopted: August 10, 2000
- Revised: October 6, 2005
- Revised: April 28, 2010
- Revised: May 12, 2011
- Revised: July 21, 2011
- Revised: July 27, 2012
- Revised: April 10, 2014
- Revised April 14, 2016

#### LEGAL REFS:

- C.R.S. 9-1-101 through 9-1-106 (*construction requirements, fire escapes, etc.*)
- C.R.S. 22-3-101 through 22-3-104 (*eye protection devices*)
- C.R.S. 22-32-109.1 (1)(b.5) (*definition of "community partners" that board may wish to consult with in developing and implementing its safe school plan*)
- C.R.S. 22-32-109.1 (2) (*safe schools plan*)
- C.R.S. 22-32-109.1 (2)(b) (*detailing information required in annual principal reports on the learning environment*)
- C.R.S. 22-32-109.1 (2.5) (*districts are "encouraged" to adopt a child sexual abuse and assault prevention plan as part of the safe school plan*)
- C.R.S. 22-32-109.1 (2.5) (*districts are "encouraged" to adopt a child sexual abuse and assault prevention plan as part of a safe school plan*)
- C.R.S. 22-32-110 (1)(k) (*board authority to adopt policies related to employee safety and official conduct*)
- C.R.S. 22-32-124 (2), (3) (*building inspections*)
- C.R.S. 24-10-106.5 (*duty of care*)

#### CROSS REFS:

- ECA/ECAB, Security/Access to Buildings
- GBGAA. Staff Training in Crisis Prevention and Management
- KDE, Crisis Management
- KI, Visitors to School



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Safe Schools</b>
Designation	<b>ADD-R</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

Pursuant to C.R.S. 22-32-109.1(2)(b), the following information shall be included in the annual safe schools report from the principal/school to the Board of Education for the preceding school year:

1. Total enrollment for the school.
2. Average daily attendance rate.
3. Dropout rates for grades seven through twelve, if such grades are taught at the school.
4. Average class size for each public elementary, middle, and senior high school calculated as the total number of students enrolled in the school divided by the number of full-time teachers in the school.
5. The school's policy concerning bullying prevention and education, including information related to the development and implementation of any bullying programs.
6. Number of conduct and discipline code violations, including but not limited to specific information on the number of and the action taken with respect to each of the following types of violations:
  - a. Carrying, bringing, using, or possessing a dangerous weapon on school grounds, in school vehicles, at school activities, or sanctioned school events without the authorization of the school or the school district.
  - b. Use or possession of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events.
  - c. Use, possession, or sale of a drug or controlled substance, other than marijuana, on school grounds, in school vehicles, or at school activities or sanctioned events.
  - ~~e.d.~~ d. unlawful use, possession, or sale of marijuana on school grounds, in a school vehicle, or at a school activity or sanctioned event.
  - ~~d.e.~~ e. Use or possession of tobacco products on school grounds, in school vehicles, or at school activities or sanctioned events.
  - ~~e.f.~~ f. Being willfully disobedient, openly and persistently defiant, or interfering with the orderly flow of information in a classroom.
  - ~~f.g.~~ g. Commission of an act on school grounds that if committed by an adult would be considered first or second degree assault or vehicular assault.
  - ~~g.h.~~ h. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student or to other students.
  - ~~h.i.~~ i. Willful destruction or defacement of school property.

- ~~h.j.~~ Commission of an act on school grounds that if committed by an adult, would be considered third degree assault or disorderly conduct.
- ~~k.~~ Other violations of the code of conduct and discipline that resulted in documentation of the conduct in a student's record.
- ~~j.l.~~ The number of acts of sexual violence on school grounds, in a school vehicle or at a school activity or sanctioned event.
- ~~k.m.~~ Other violations of the code of conduct and discipline that resulted in documentation of the conduct in a student's record.

For purposes of the report, "action taken" means the specific type of discipline, including but not limited to the following categories of discipline:

- Restorative Practices
- In-school suspension
- Out-of-school suspension
- Classroom removal in accordance with Board policy
- Expulsion
- Referral to a law enforcement (including any law enforcement agency, law enforcement officer or school resource officer agency)
- Any School District 49 approved Educational class or program
- Any other form of discipline, which shall be officially identified as part of a Board policy.

The report shall specifically identify each conduct and discipline code violation and each action taken with respect to the violation by a student with a disability.

- Adopted: August 10, 2000
- Revised: April 28, 2010
- Revised: April 14, 2016

# BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Safe Schools</b>
Designation	<b>ADD-E</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

Pursuant to C.R.S. 22-32-109.1(2)(b), the following information shall be included in the annual safe schools report from the principal/school to the Board of Education for the preceding school year:

- ~~1. total enrollment for the school.~~
- ~~2. average daily attendance rate at the school.~~
- ~~3. dropout rates for grades seven (7) through twelve (12), if such grades are taught at the school.~~
- ~~4. average class size for each public elementary, middle, and senior high school calculated as the total number of students enrolled in the school divided by the number of full-time teachers in the school.~~
- ~~5. number of conduct and discipline code violations, which shall be reported only in the most serious category applicable to each violation, including but not limited to specific information identifying the number of and the action taken with respect to each of the following types of violations:~~
  - ~~a. possessing a dangerous weapon on school grounds, in school a vehicle, at school activities, or at a school activity or sanctioned school event without the authorization of the school or the school district.~~
  - ~~b. use or possession of alcohol on school grounds, in school a vehicle, or at a school activity or sanctioned event.~~
  - ~~c. use, possession, or sale of a drug or controlled substance on school grounds, in a school vehicle, or at a school activity or sanctioned event.~~
  - ~~d. use or possession of a tobacco product on school grounds, in a school vehicle, or at school activity or sanctioned event.~~
  - ~~e. being willfully disobedient, openly and persistently defiant, or interfering with the orderly flow of information in a classroom.~~
  - ~~f. commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that if committed by an adult would be considered first or second degree assault or vehicular assault.~~
  - ~~g. behavior on grounds, in a school vehicle, or at a school activity or sanctioned event that is detrimental to the welfare or safety of other students or school personnel, including but not limited to incidents of bullying and other behavior that creates a threat of physical harm to the student or to other students.~~
  - ~~h. willful destruction or defacement of school property.~~

- ~~i. commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that if committed by an adult, would be considered third degree assault or disorderly conduct.~~
- ~~j. commission of an act on school grounds, in a school vehicle or at a school activity or sanctioned event that, if committed by an adult, would be considered robbery.~~
- ~~k. other violations of the code of conduct and discipline that resulted in documentation of the conduct in a student's record.~~

For purposes of the report, "action taken" means the specific type of discipline, including but not limited to the following categories of discipline:

- ~~• In school suspension.~~
- ~~• Out of school suspension.~~
- ~~• Classroom removal in accordance with Board policy.~~
- ~~• Expulsion.~~
- ~~• Referral to a law enforcement agency.~~
- ~~• Any other form of discipline, which shall be officially identified as part of a Board policy.~~

The report shall specifically identify each conduct and discipline code violation and each action taken with respect to the violation by a student with a disability.

- ~~• Adopted: August 10, 2000~~
- ~~• Revised: April 28, 2010~~
- ~~• Revised: July 21, 2011~~
- ~~• Revised: July 27, 2012~~

Title	<b>Board Communication with Staff</b>
Designation	<b>BHC</b>
Office/Custodian	<b>Board of Education/Executive Assistant to the BOE</b>

The successful administration of any school district requires that effective channels of communication between the Board of Education and the school staff be developed and maintained. Such communication is necessary both for facilitating proposals for the continuing improvement of the educational program and for the proper disposition of personnel problems which may arise from time to time.

It is essential to recognize that the objectives of the Board and of all staff members are identical. They are aimed at providing the best possible educational opportunities for the entire community. Good human relations must be maintained in a climate of mutual trust and respect to achieve these goals.

At the same time, the responsibilities of the Board in exercising its public trust to provide quality education need to be kept in mind. These responsibilities cannot be dissipated or transferred to others. They make it necessary for the Board to formulate policy and to oversee the implementation of such policy.

In accordance with generally accepted principles of good personnel practice, staff participation in the development of proposals to improve the educational program and to establish personnel policy shall be encouraged and facilitated. In this way, maximum utilization of staff resources and a high level of employee morale may be realized.

All communications or reports to the Board from staff members or organizations designated to represent them shall be submitted through the Chief Business Officer, Chief Education Officer, and Chief Operations Officer. All such communications shall be referred to the Board at its next meeting with or without recommendations. Nothing in this policy, however, shall be construed as denying the right of any member of the school staff to appeal to the Board from any action or decision of the Chief Officers.

All effective means of facilitating channels of communication between the Board and staff members shall be explored in order to promote close and cooperative action for the continuing improvement of the educational program and the mutual benefit of the school system and community.

- Adopted: April 21, 1977
- Revised to conform with practice: Date of manual revision
- Revised: September 3, 1998
- Revised: December 9, 2010
- Revised: May 12, 2011
- Revised: April 10, 2014

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Title	<b>Administrative Organization</b>
Designation	<b>CC</b>
Office/Custodian	<b>Board of Education/Executive Assistant to the BOE</b>

The legal authority of the Board shall be transmitted through the Chief ~~Education Officer~~ ~~Team in conjunction with the Chief Business Officer and Chief Operations Officer~~ to the administration in accordance with applicable law.

The Chief Education Officer, Chief Business Officer and Chief Operations Officer working together as a unit shall have freedom to create an administrative structure in line with the needs for supervision and accountability throughout the ~~school system in the~~ district.

- Current practice codified: 1992
- Revised: September 3, 1998
- Reviewed: December 10, 2009
- Revised: January 10, 2013
- Revised: April 14, 2016

Title	<b>Policy Implementation</b>
Designation	<b>CH</b>
Office/Custodian	<b>Board of Education/Executive Assistant to the BOE</b>

The Chief Education Officer, Chief Business Officer and Chief Operations Officer have the responsibility for carrying out the policies established by the Board. The Chief ~~Education Officers~~, ~~Chief Business Officer~~ and ~~Chief Operations Officer~~ shall develop additional administrative regulations consistent with Board policies.

In the development of administrative regulations, the Chief ~~Education Officers~~, ~~Chief Business Officer~~ and ~~Chief Operations Officer~~ shall involve at the planning stage those who would be affected by such rules including staff members, students, parents, and the public. The Chief ~~Education Officers~~, ~~Chief Business Officer~~ and ~~Chief Operations Officer~~ shall weigh with care the counsel given by representatives of staff, student, and community organizations. The Chief ~~Education Officers~~, ~~Chief Business Officer~~ and ~~Chief Operations Officer~~ shall inform the Board of such counsel in presenting reports of administrative regulations and in presenting any regulations for Board approval.

The Board itself shall approve regulations when specific state or federal laws require the Board to do so or when the Board considers such approval desirable.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all district employees and students will carry them out willingly.

District policies and regulations shall be placed on the District web site by the ~~administrative executive~~ assistant to the Board after approval, revision or adoption.

Disregard for Board policy and administrative regulations by employees may be interpreted as insubordination and/or willful neglect of duty.

- Adopted: September 3, 1998
- Reviewed: December 10, 2009
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: April 14, 2016

#### CROSS REF:

- BG, School Board Policy Process

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Title	<b>Administration in the Absence of Policy</b>
Designation	<b>CHD</b>
Office/Custodian	<b>Board of Education/Executive Assistant to the BOE</b>

In cases when action must be taken and the Board has provided no guides in policy for such action, the Chief Education Officer in conjunction with the Chief Business Officer and Chief Operations Officer shall have the power to act.

The Chief ~~Education Officers', Chief Business Officer and Chief Operations Officer's~~ decisions, however, shall be subject to review by the Board at its next regular meeting. It shall be the duty of the Chief ~~Education Officers', Chief Business Officer and Chief Operations Officer~~ to inform the Board promptly of such action and of the need for policy.

- Current practice codified: 1980
- Revised: September 3, 1998
- Reviewed: January 27, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: April 14, 2016

# BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Insurance Program Risk Management</b>
Designation	<b>EI</b>
Office/Custodian	<b>Business/Risk &amp; Benefits Manager</b>

The Board of Education has the responsibility for maintaining an adequate insurance program covering its buildings and grounds, vehicles, and employees carrying out official duties for the District. In addition, the Board of Education may authorize ~~and participate in~~ insurance programs for employees and students. The Chief Business Officer or designee shall annually review its insurance program and shall designate specific insurance companies to underwrite the various insurance plans approved by the Board.

The insurance programs shall be administered by the Risk & Benefits Manager, under the general supervision of the Chief Business Officer ~~or designee~~. The administration shall make every effort to obtain insurance at the best available rates, consistent with required coverage and service, through obtaining quotations or bids.

- Adopted: September 1, 1977
- Revised: February 4, 1999
- Revised: November 11, 2010
- Revised: January 10, 2013
- Revised: April 14, 2016

## LEGAL REFS:

- C.R.S. 8-44-110 (notice of cancellation of insurance coverage)
- C.R.S. 22-32-110 (1)(s),(t),(u),(v) (board to procure insurance coverage ~~Board of education-specific powers~~)
- C.R.S. 22-45-103 (1)(c),(e) (risk management reserves ~~funds~~)
- C.R.S. 22-54-105 (2) (funding requirements ~~instructional supplies and materials-capital reserve and insurance reserve-at-risk funding-preschool funding~~)
- C.R.S. 24-10-115 (authority to obtain insurance)
- C.R.S. 24-10-115.5 (self-insurance pool)
- C.R.S. 29-13-101 *et seq.* (insurance on property)

## CROSS REF:

- BID/BIE, Board Member Compensation and Expenses/Insurance/ Liability

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Workers' Compensation</b>
Designation	<b>GBGD</b>
Office/Custodian	<b>Business/Risk &amp; Benefits Manager</b>

An employee is eligible for workers' compensation leave from the District during the period of time he/she is temporarily disabled as a direct result of an injury arising out of and in the course of his/her employment which qualifies for an indemnity payment from the workers' compensation division of the Colorado Department of Labor and Employment.

Workers' compensation leave shall be available only to those persons who sustain a temporary total disability or a temporary partial disability and are unable to perform all or part of their regularly assigned duties.

The source of compensation for an employee on workers' compensation leave shall be the indemnity payment from the workers' compensation section of the division of the Colorado Department of Labor and Employment. The rate of compensation will be 66 and 2/3% of his/her average weekly wage.

The employee is required to use three days of sick leave after the disability occurs. After that point, the employee will receive compensation from the workers' compensation section of the Colorado Department of Labor and Employment. During the period of compensated leave, the District shall not charge any time from vacation, sick, or personal leave. Likewise, the employee will have no access to vacation, sick, Catastrophic Leave Bank, or personal leave while he/she is eligible for workers' compensation leave.

The District may, at their discretion, place the employee in a "modified duty - return to work" program. The employee may not refuse the "modified duty." The employee will receive their rate of pay for the time worked, any hours less than their regular assignment will be compensated by the Colorado Department of Labor and Employment at a rate of 66 and 2/3% of his/her average weekly wage.

Employees shall continue to have District insurance while the employee is under a temporary total or partial disability. The employee shall be responsible for their share of the monthly premium if applicable.

- Adopted: March 4, 1993
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: December 10, 2009
- Revised: August 11, 2011
- [Revised: April 14, 2016](#)

### LEGAL REFS:

- 29 U.S.C. 2601 et seq. (Family and Medical Leave Act of 1993)
- P.L. 111-148 (Patient Protection and Affordable Care Act)
- C.R.S. 8-40-101 et seq. (Workers' Compensation Act of Colorado)

### CROSS REFS:

- GBD, Vacation Leave and Holidays

- GBGG, Staff Sick Leave
- GBGGA, Catastrophic Leave Bank
- GBGI, Staff Leaves and Absences



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Workers' Compensation</b>
Designation	<b>GBGD-R</b>
Office/Custodian	<b>Business/Risk &amp; Benefits Manager</b>

### Medical provider

The District will select at least ~~two~~four medical providers authorized to perform worker's' compensation evaluations. These providers must be acceptable to the insurance carrier for which the District contracts for services.

Emergency after hours care is available through Memorial or St. Francis Hospital.

### Incident review

All accidents should be reported on a first report of injury form. A follow-up investigation will be done. If the investigation shows a need for action, appropriate steps will be taken by the Department/School leader and documented by the Risk & Benefits Manager and/or the Director of Human Resources, as appropriate.~~executive director of human resources.~~

~~At a safety committee meeting, the incident will be reviewed and action taken will be discussed. The role of the safety committee is to be proactive in eliminating unsafe conditions.~~

~~The safety committee will be chaired by the District Safety & Emergency Coordinator.~~

- Adopted: April 18, 1985
- Revised: March 2, 1989
- Revised to conform with practice: date of manual revision
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: December 10, 2009
- Revised: March 23, 2016

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Job Sharing in Professional Staff Positions</b>
Designation	<b>CCGC</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

The Board of Education authorizes teacher job-sharing programs in the District. A teacher job-sharing program is defined as a plan by which two presently employed non-probationary teachers or a presently employed non-probationary teacher and a teacher who previously achieved non-probationary status in the District, with provisional or professional licenses, share one full-time teaching assignment with each teacher assuming instructional responsibility for approximately one-half of the time. Job sharing is different from two part-time teachers.

Job-sharing assignments shall be for only one contract year and must be based upon mutual agreement of the teachers' immediate administrator, the office of curriculum and instruction, and program needs. Approval of a program shall in no way restrict or modify the prerogatives and authority of the Board.

An annual review shall be conducted to determine whether to allow continuation of job-sharing arrangements. Upon approval of a program, the Board shall retain the ultimate discretion to discontinue, modify, or extend the program.

Job-sharing assignments shall be made only to teachers who have jointly agreed to work together and who are licensed to teach in the area of the request or who are currently teaching in that area. The District has no obligation to seek partners for individuals seeking to job share.

A teacher whose previous evaluation is less than proficient or who is currently on a plan of remediation will not be eligible to be placed in a job-sharing program.

- Adopted: June 6, 2002
- Revised: October 7, 2010

Title	<b>Job Sharing in Professional Staff Positions</b>
Designation	<b>GCGC-R</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

### **District responsibilities**

- ~~1. The teacher's non-probationary status will not be affected solely because the teacher is currently employed in job sharing.~~
- ~~2. Leave benefits shall accrue per existing policy and shall be earned and used proportionally to the amount of time worked.~~
- ~~3. Job sharing participants may return to a full-time position subsequent to the contract period only if a position for which the participant is qualified is vacant and all other provisions of a Board of Education policy relating to transfers have been met. The principal may not designate job share positions as INR to accommodate any teacher.~~

### **Program criteria**

- ~~1. The program will be for a period of not less than one school year. No job-sharing program will be continued without annual review and approval.~~
- ~~2. Teachers will not be permitted to share a course composed of the same students.~~
- ~~3. The program will ensure that the shared elements are compatible and complementary. The following elements will be addressed:
 
  - ~~a. The methods of communication to be employed.~~
  - ~~b. The teaching methods and organizational styles of the teachers involved.~~
  - ~~c. The teaching qualifications and expertise of the teachers involved.~~
  - ~~d. The organization of course work, materials, and evaluation.~~~~
- ~~4. The program will include provisions for:
 
  - ~~a. Coverage of teacher duties such as hall and lunchroom duty.~~
  - ~~b. Assurance that both participating teachers will attend in-service meetings, specific school events, parent conferences, and other meeting as designated by their principal.~~
  - ~~c. Regularly scheduled time to meet with students who need assistance.~~
  - ~~d. The requirement that whenever possible each teacher be responsible at no additional obligation to the District for substituting for the other in the event of illness, absence, leave, and other matters. When substituting for the reciprocal job share teacher, a teacher will be paid at the substitute rate.~~~~

### **Participant criteria**

- ~~1. In order to participate in a program, a teacher must be non-probationary and in good standing and not involved in any formal remediation program.~~
- ~~2. Participating teachers must agree voluntarily to the program.~~
- ~~3. Prior to receiving final approval, each participating teacher must meet with the Human Resources Department to discuss a written plan for days to be worked, salary, and benefits.~~
- ~~4. Included in the plan shall be written agreement as to which teacher has first right of refusal in the event the job share is discontinued.~~

- ~~• Adopted: June 6, 2002~~
- ~~• Revised: October 7, 2010~~
- ~~• Revised: August 11, 2011~~